

Explode The Code[®]



Correlated to the:

Florida

State English Language Arts Expectations
K-4

PRODUCTS BY



***Explode the Code*[®]**
Correlated to the
Florida State English Language Arts Expectations

Grade K

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| STANDARDS/EXPECTATIONS | Component |
|---|------------|
| STRAND 1: READING PROCESS | |
| Standard 1 | |
| Concepts of Print | |
| The student demonstrates knowledge of the concept of print and how it is organized and read. | |
| LA.K.1.1.1: The student will locate a printed word on a page | N/A |
| LA.K.1.1.2: The student will distinguish letters from words | N/A |
| LA.K.1.1.3: The student will identify the separate sounds in a spoken sentence | N/A |
| LA.K.1.1.4: The student will match print to speech | N/A |
| LA.K.1.1.5: The student will identify parts of a book (e.g., front cover, back cover, title page) | N/A |
| LA.K.1.1.6: The student will move top to bottom and left to right on the printed page | TG A, p. 9 |
| LA.K.1.1.7: The student will name all upper and lower case letters of the alphabet | A, B, C |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| Standard 2 Phonological Awareness | |
| The student demonstrates phonological awareness. | |
| LA.K.1.2.1: The student will auditory segment sentences into the correct number of words | N/A |
| LA.K.1.2.2: The student will identify, blend, and segment syllables in words | TG 4, Lesson 2, p. 39; BC 1, p. 46 |
| LA.K.1.2.3: The student will recognize and produce words that rhyme | TG 1, Lesson 2, p. 11 |
| LA.K.1.2.4: The student will identify, blend, and segment onset and rime | TG 1, Lesson 3, p. 12 |
| Standard 3 Phonemic Awareness | |
| The student demonstrates phonemic awareness. | |
| LA.K.1.3.1: The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat) | TG 1 Lesson 2, pp. 9–10 |
| LA.K.1.3.2: The student will blend and segment individual phonemes in simple, one-syllable words | TG 1, Lesson 3, p. 12 |
| LA.K.1.3.3: The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution | TG 1, Lesson 2, p. 10 |
| Standard 4 Phonics/Word Analysis | |
| The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
| LA.K.1.4.1: The student will recognize and recall the one to one correspondence between most letters and sounds | A, B, C |
| LA.K.1.4.2: The student will decode simple words in isolation and in context | TG 1, Lesson 5, p. 17; BK 1, Lesson 1, pp. 2, 8; BC 1, pp. 1–2 |
| Standard 6 Vocabulary Development | |
| The student uses multiple strategies to develop grade appropriate vocabulary. | |
| LA.K.1.6.1: The student will use new vocabulary that is introduced and taught directly | All selections in Beyond the Code can be used to meet this standard. |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| LA.K.1.6.2: The student will listen to and discuss both familiar and conceptually challenging text | All selections in Beyond the Code can be used to meet this standard. |
| LA.K.1.6.3: The student will describe common objects and events in both general and specific language | All selections in Beyond the Code can be used to meet this standard. |
| LA.K.1.6.4: The student will identify and sort common words into basic categories (e.g., colors, shapes, food) | BC 1, p. 3 |
| LA.K.1.6.5: The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after) | BC 1, p. 77 |
| LA.K.1.6.6: The student will relate new vocabulary to prior knowledge | All selections in Beyond the Code can be used to meet this standard. |
| Standard 7 Reading Comprehension | |
| The student uses a variety of strategies to comprehend grade level text. | |
| LA.K.1.7.1: The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations) | All selections in Beyond the Code can be used to meet this standard. |
| LA.K.1.7.2: The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction | All selections in Beyond the Code can be used to meet this standard. |
| LA.K.1.7.3: The student will retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence | All selections in Beyond the Code can be used to meet this standard. |
| LA.K.1.7.4: The student will identify the authors purpose as stated in the text | N/A |

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Grade 1

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| STANDARDS/EXPECTATIONS | Component |
|--|-----------------------|
| STRAND 1: READING PROCESS | |
| Standard 1 | |
| Concepts of Print | |
| The student demonstrates knowledge of the concept of print and how it is organized and read. | |
| LA.1.1.1.1 The student will locate the title, table of contents, names of author and illustrator, glossary, and index. | N/A |
| LA.1.1.1.2: The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). | N/A |
| Standard 3 | |
| Phonemic Awareness | |
| The student demonstrates phonemic awareness. | |
| LA.1.1.3.1: The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC); | TG 2 Lesson 5, p. 43 |
| LA.1.1.3.2: The student will blend three to five phonemes to form words; | TG 1, Lesson 1, p. 7 |
| LA.1.1.3.3: The student will segment single syllable words into individual phonemes; and | TG 1, Lesson 4, p. 14 |
| LA.1.1.3.4: The student will manipulate individual phonemes to create new words through addition, deletion, and substitution. | TG 2, Lesson 2, p. 35 |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| Standard 4 Phonics/Word Analysis | |
| The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
| LA.1.1.4.1: The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words. | BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 1, p. 1 |
| LA.1.1.4.2: The student will identify the sounds of vowels and consonant digraphs in printed words. | BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 5–7 |
| LA.1.1.4.3: The student will decode words with r-controlled letter-sound associations. | BK 6, Lesson 1, p. 1; TG 6, Lesson 1, p. 31; BC 2, pp. 16–17 |
| LA.1.1.4.4: The student will decode words from common word families. | BK 1, Lesson 1, p. 2; TG 1, Lesson 8, p. 24; BC 1, p. 1 |
| LA.1.1.4.5: The student will recognize high frequency words. | BC 1, p. 3; TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8 |
| LA.1.1.4.6: The student will identify common, irregular words, compound words, and contractions. | BK 4, Lesson 1, p. 1; BC 1, p. 91; TG 4, Lesson 1, p. 37 (compounds); BC 1, p. 12 (contractions) |
| LA.1.1.4.7: The student will decode base words and inflectional endings. | BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7 |
| LA.1.1.4.8: The student will use self-correction when subsequent reading indicates an earlier misreading. | All selections in Beyond the Code can be used to meet this standard. |
| Standard 5 Fluency | |
| The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
| LA.1.1.5.1: The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.5.2: The student will recognize high frequency and familiar words in isolation and in context. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.5.3: The student will adjust reading rate based on purpose, text difficulty, form, and style. | All selections in Beyond the Code can be used to meet this standard. |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| Standard 6 Vocabulary Development | |
| The student uses multiple strategies to develop grade appropriate vocabulary. | |
| LA.1.1.6.1: The student will use new vocabulary that is introduced and taught directly. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.6.2: The student will listen to, read, and discuss both familiar and conceptually challenging text. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.6.3: The student will use context clues. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.6.4: The student will categorize key vocabulary and identify salient features. | BC 1, p. 21 |
| LA.1.1.6.5: The student will relate new vocabulary to prior knowledge. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.6.6: The student will identify and sort common words into conceptual categories. | BC 1, p. 21 |
| LA.1.1.6.7: The student will identify common antonyms and synonyms. | BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms) |
| LA.1.1.6.8: The student will use meaning of individual words to predict meaning of unknown compound words. | BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 91 |
| LA.1.1.6.9: The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context. | BC 1, p. 5 |
| LA.1.1.6.10: The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. | N/A |
| Standard 7 Reading Comprehension | |
| The student uses a variety of strategies to comprehend grade level text. | |
| LA.1.1.7.1: The student will identify a text features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading. | N/A |
| LA.1.1.7.2: The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.7.3: The student will retell the main idea or essential message. | All selections in Beyond the Code can be used to meet this standard. |

| STANDARDS/EXPECTATIONS | Component |
|--|--|
| LA.1.1.7.4: The student will identify supporting details. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.7.5: The student will distinguish fact from fiction and cause from effect. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.7.6: The student will arrange events in sequence. | BC 1, p. 53 |
| LA.1.1.7.7: The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events). | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.7.8: The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.1.7.9: The student will self monitor comprehension and reread when necessary. | All selections in Beyond the Code can be used to meet this standard. |
| STRAND 2: LITERARY ANALYSIS Standard 1 Fiction | |
| The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. | |
| LA.1.2.1.1: The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books). | N/A |
| LA.1.2.1.2: The student will retell the main events (e.g., beginning, middle, end) in a story. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.2.1.3: The student will identify the characters and settings in a story. | All selections in Beyond the Code can be used to meet this standard. |
| LA.1.2.1.4: The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children. | BC 1, pp. 15–17 |
| LA.1.2.1.5: The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts). | N/A |
| LA.1.2.1.6: The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts). | N/A |

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Grade 2

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| STANDARDS/EXPECTATIONS | Component |
|---|---|
| STRAND 1: READING PROCESS Standard 4 Phonics/Word Analysis | |
| The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
| LA.2.1.4.1: The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families). | BK 6, Lesson 11, p. 81; TG 6, Lesson 11, p. 52 |
| LA.2.1.4.2: The student will apply knowledge of spelling patterns to identify syllables. | BK 4, Lesson 3, p. 17; TG 4, Lesson 3, p. 41; BC 1, p. 79 |
| LA.2.1.4.3: The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context. | BK 4, Lesson 3, p. 23; BC 2, pp. 71–72; TG 4, Lesson 3, p. 41 |
| LA.2.1.4.4: The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread). | BK 7, Lesson 13, p. 97; TG 7, Lesson 13, p. 27; BC 4, pp. 67–75 |
| LA.2.1.4.5: The student will recognize high frequency words. | BK 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8; BC 1, p. 3 |
| LA.2.1.4.6: The student will recognize common abbreviations. | BC 2, pp. 73–79; BC 3, p. 48 |
| LA.2.1.4.7: The student will recognize and correctly use regular and irregular plurals. | BC 4, p. 29; TG 1, Lesson 8, p. 23 |

| STANDARDS/EXPECTATIONS | Component |
|--|--|
| LA.2.1.4.8: The student will use self-correction when subsequent reading indicates an earlier misreading. | All selections in Beyond the Code can be used to meet this standard. |
| Standard 5 Fluency | |
| The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
| LA.2.1.5.1: The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.5.2: The student will identify high frequency phonetically irregular words in context. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.5.3: The student will adjust reading rate based on purpose, text difficulty, form, and style. | All selections in Beyond the Code can be used to meet this standard. |
| Standard 6 Vocabulary Development | |
| The student uses multiple strategies to develop grade appropriate vocabulary. | |
| LA.2.1.6.1: The student will use new vocabulary that is introduced and taught directly. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.6.3: The student will use context clues to determine meanings of unfamiliar words. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.6.4: The student will categorize key vocabulary and identify salient features. | BC 1, p. 21 |
| LA.2.1.6.5: The student will relate new vocabulary to familiar words. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.6.6: The student will identify base (root) words and common prefixes to determine the meanings of prefixed words. | BC 2, p. 15 |
| LA.2.1.6.7: The student will identify antonyms, synonyms, and homophones. | BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms); BC 1, p. 5 (homonyms) |
| LA.2.1.6.8: The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context. | BC 1, p. 5 |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| LA.2.1.6.9: The student will determine meanings of unfamiliar words by using a dictionary and digital tools. | N/A |
| Standard 7 Reading Comprehension | |
| The student uses a variety of strategies to comprehend grade level text. | |
| LA.2.1.7.1: The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading. | N/A |
| LA.2.1.7.2: The student will determine the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.7.3: The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.7.4: The student will identify cause-and-effect relationships in text. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections. | N/A |
| LA.2.1.7.7: The student will compare and contrast characters and settings in one text. | All selections in Beyond the Code can be used to meet this standard. |
| LA.2.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. | All selections in Beyond the Code can be used to meet this standard. |

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Grade 3

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| STANDARDS/EXPECTATIONS | Component |
|---|--|
| STRAND 1: READING PROCESS Standard 4 Phonics/Word Analysis | |
| The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
| LA.3.1.4.1: The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words. | TG 4, Lesson 2, pp. 39-40; Lesson 12, p. 59 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49 BK 8, Lesson 8, pp. 64-65 |
| LA.3.1.4.2: The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families. | All reading selections from BC 4; BK 7 and 8 TG 6, Lesson 9, pp. 48-49 TG 7, Lesson 14, pp. 29-31 BK 7, Lesson 14 p. 109 |
| LA.3.1.4.3: The student will decode multi-syllabic words in isolation and in context. | All reading selections from BC 4; BK 7 and 8 TG 4, Lesson 4, p. 43 BK 4, Lesson 11, pp. 75-76 BC 4, p. 62 TG 8, Lesson 8 – Fluency, p. 49 BK 8, Lesson 8, p. 59 |
| LA.3.1.4.4: The student will use self-correction when subsequent reading indicates an earlier misreading. | All reading selections from BC 4; BK 7 and 8 |

| STANDARDS/EXPECTATIONS | Component |
|--|--|
| Standard 5 Fluency | |
| The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
| LA.3.1.5.1: The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context. | All reading selections from BC 4; BK 7 and 8 TG 7, Lesson 15 – Fluency, p. 32 BK 7, Posttest – p. 124 |
| LA.3.1.5.2: The student will adjust reading rate based on purpose, text difficulty, form, and style. | All reading selections from BC 4; BK 7 and 8 TG 7, Lesson 11 – Fluency, p. 25; Lesson 14 – Fluency, p. 30 TG 8, Lesson 12 – Fluency, p. 56 |
| Standard 6 Vocabulary Development | |
| The student uses multiple strategies to develop grade appropriate vocabulary. | |
| LA.3.1.6.1: The student will use new vocabulary that is introduced and taught directly; | All lessons introduce new vocabulary that is then taught directly. TG 7, Lesson 10, p. 23 TG 8, Lesson 2, pp. 38-39 |
| LA.3.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text. | All reading selections from BC 4; BK 7 and 8 |
| LA.3.1.6.3: The student will use context clues to determine meanings of unfamiliar words. | All reading selections from BC 4; BK 7 and 8 |
| LA.3.1.6.4: The student will categorize key vocabulary and identify salient features. | All lessons teach students how to categorize key vocabulary and identify salient features. TG 7, Lesson 10 – Comprehension, p. 23 |
| LA.3.1.6.5: The student will relate new vocabulary to familiar words. | All lessons teach students how to relate new vocabulary to familiar words. TG 6, Lesson 4 – Comprehension, p. 39 |
| LA.3.1.6.6: The student will identify shades of meaning in related words (e.g., blaring, loud). | TG 7, Lesson 10 – Comprehension, p. 23 |
| LA.3.1.6.7: The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. | TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49; Lesson 9, pp. 50-51 BK 8, Lesson 8, pp. 64-65 |

| STANDARDS/EXPECTATIONS | Component |
|--|---|
| LA.3.1.6.8: The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words. | TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4, Lesson 3, p. 42; Lesson 10, p. 56 BC 4, p. 44; p. 61 TG 6, Lesson 1, p. 32; Lesson 3, p. 37 TG 7, Lesson 9, p. 22; Lesson 10, p. 23 BK 8, Lesson 5, p. 37; Lesson 9, p. 69 |
| LA.3.1.6.9: The student will determine the correct meaning of words with multiple meanings in context. | TG 3, Lesson 10, p. 28 TG 7, Lesson 8 – Comprehension, p. 20 TG 8, Lesson 10 – Comprehension, p. 53 BK 7, Lesson 14, p. 110 BK 8, Lesson 8, pp. 61; pp. 64-65 |
| LA.3.1.6.10: The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools. | TG 7, Lesson 9, p. 21 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 8, Lesson 9 – Challenge, p. 51; Lesson 10, p. 53 |
| Standard 7 Reading Comprehension | |
| The student uses a variety of strategies to comprehend grade level text. | |
| LA.3.1.7.1: The student will identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading. | N/A |
| LA.3.1.7.2: The student will identify the authors purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text. | N/A |
| LA.3.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events. | All reading selections from BC 4; BK 7 and 8 BC 4, pp. 51-58; pp. 67-78 BK 7, Lesson 2, p. 15 BK 8, Lesson 8, pp. 64-65; Lesson 11, p. 89 |
| LA.3.1.7.4: The student will identify cause-and-effect relationships in text. | N/A |
| LA.3.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. | N/A |
| LA.3.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections. | N/A |

| STANDARDS/EXPECTATIONS | Component |
|---|--|
| LA.3.1.7.7: The student will compare and contrast elements, settings, characters, and problems in two texts. | N/A |
| LA.3.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. | All reading selections from BC 4; BK 7 and 8 TG 5, Lesson 11, p. 28 (Repeated Reading) BK 8, Lesson 8, pp. 64-65 |

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Grade 4

The following pages contain examples from components in *Explode the Code* that align to the Florida State English Language Arts Expectations. 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 |
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| STRAND 1: READING PROCESS Standard 4 Phonics/Word Analysis | |
| The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. | |
| LA.4.1.4.1: The student will recognize knowledge of spelling patterns. | All lessons teach spelling patterns. TG 4, Lesson 2, pp. 39-40; Lesson 12, p. 59 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49 BK 8, Lesson 8, pp. 64-65 |
| LA.4.1.4.2: The student will use structural analysis. | All reading selections from BC 4; BK 7 and 8 TG 6, Lesson 9, pp. 48-49 TG 7, Lesson 14, pp. 29-31 BK 7, Lesson 14 p. 109 |
| LA.4.1.4.3: The student will use language structure to read multi-syllabic words in text. | All reading selections from BC 4; BK 7 and 8 TG 4, Lesson 4, p. 43 BK 4, Lesson 11, pp. 75-76 BC 4, p. 62 TG 8, Lesson 8 – Fluency, p. 49 BK 8, Lesson 8, p. 59 |

| STANDARDS/EXPECTATIONS | Component |
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| Standard 5 Fluency | |
| The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. | |
| LA.4.1.5.1: The student will demonstrate the ability to read grade level text. | All reading selections from BC 4; BK 7 and 8 |
| LA.4.1.5.2: The student will adjust reading rate based on purpose, text difficulty, form, and style. | All reading selections from BC 4; BK 7 and 8 TG 7, Lesson 11 – Fluency, p. 25; Lesson 14 – Fluency, p. 30 TG 8, Lesson 12 – Fluency, p. 56 |
| Standard 6 Vocabulary Development | |
| The student uses multiple strategies to develop grade appropriate vocabulary. | |
| LA.4.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text. | All reading selections from BC 4; BK 7 and 8 |
| LA.4.1.6.3: The student will use context clues to determine meanings of unfamiliar words. | All reading selections from BC 4; BK 7 and 8 |
| LA.4.1.6.4: The student will categorize key vocabulary and identify salient features. | All lessons teach students how to categorize key vocabulary and identify salient features. TG 7, Lesson 10 – Comprehension, p. 23 |
| LA.4.1.6.5: The student will relate new vocabulary to familiar words. | All lessons teach students how to relate new vocabulary to familiar words. TG 6, Lesson 4 – Comprehension, p. 39 |
| LA.4.1.6.6: The student will identify shades of meaning in related words (e.g., blaring, loud). | TG 7, Lesson 10 – Comprehension, p. 23 |
| LA.4.1.6.7: The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. | TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49; Lesson 9, pp. 50-51 BK 8, Lesson 8, pp. 64-65 |
| LA.4.1.6.8: The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words. | TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4, Lesson 3, p. 42; Lesson 10, p. 56 BC 4, p. 44; p. 61 TG 6, Lesson 1, p. 32; Lesson 3, p. 37 TG 7, Lesson 9, p. 22; Lesson 10, p. 23 BK 8, Lesson 5, p. 37; Lesson 9, p. 69 |

| STANDARDS/EXPECTATIONS | Component |
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| LA.4.1.6.9: The student will determine the correct meaning of words with multiple meanings in context. | TG 3, Lesson 10, p. 28 TG 7, Lesson 8 – Comprehension, p. 20 TG 8, Lesson 10 – Comprehension, p. 53 BK 7, Lesson 14, p. 110 BK 8, Lesson 8, pp. 61; pp. 64-65 |
| LA.4.1.6.10: The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools. | TG 7, Lesson 9, p. 21 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 8, Lesson 9 – Challenge, p. 51; Lesson 10, p. 53 |
| Standard 7 Reading Comprehension | |
| The student uses a variety of strategies to comprehend grade level text. | |
| LA.4.1.7.1: The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps). | Students use illustrations and graphics within text to assist in comprehension. BC 4 Reading Selections |
| LA.4.1.7.2: The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text. | N/A |
| LA.4.1.7.3: The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing. | All reading selections from BC 4; BK 7 and 8 BC 4, pp. 51-58; pp. 67-78 BK 7, Lesson 2, p. 15 BK 8, Lesson 8, pp. 64-65; Lesson 11, p. 89 |
| LA.4.1.7.4: The student will identify cause-and-effect relationships in text. | N/A |
| LA.4.1.7.5: The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text. | N/A |
| LA.4.1.7.6: The student will identify themes or topics across a variety of fiction and nonfiction selections; | N/A |
| LA.4.1.7.7: The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems). | N/A |
| LA.4.1.7.8: The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. | All reading selections from BC 4; BK 7 and 8 TG 5, Lesson 11, p. 28 (Repeated Reading) BK 8, Lesson 8, pp. 64-65 |