

# Explode The Code<sup>®</sup>



Correlated to the:

## **North Carolina**

Standard Course of Study  
K-4

PRODUCTS BY



***Explode the Code®***  
**Correlated to the**  
**North Carolina Standard Course of Study**

**Grade K**

The following pages contain examples from components in *Explode the Code* that align to the North Carolina Standard Course of Study. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
<b>Goal 1</b> <b>Word Recognition/Vocabulary</b>	
<b>1.01</b> Develop book and print awareness: <ul style="list-style-type: none"> <li>• identify the parts of books and the function of each part.</li> <li>• demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.</li> <li>• demonstrate an understanding of letters, words, sentence, and story.</li> <li>• identify the title, the name of the author, and the name of the illustrator.</li> </ul>	TG A, p. 9
<b>1.02</b> Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none"> <li>• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> <li>• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</li> </ul>	TG 1, Lesson 1, p. 7
<b>1.03</b> Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> <li>• recognize and name upper and lower case letters of the alphabet.</li> <li>• recognize some words by sight, including a few common words, own name, and environmental print such as signs, labels, and trademarks.</li> <li>• recognize most beginning consonant letter-sound associations in one-syllable words.</li> </ul>	A, B, C

STANDARDS/EXPECTATIONS	Component
<p><b>1.04</b> Read or begin to read:</p> <ul style="list-style-type: none"> <li>• read or attempt to read own dictated story.</li> <li>• attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</li> </ul>	BC 1, pp. 5–7
<p><b>1.05</b> Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level.</p>	N/A
<p><b>Goal 2 Comprehension</b></p>	
<p><b>2.01</b> Demonstrate sense of story (e.g., beginning, middle, end, characters, details, setting).</p>	All selections in Beyond the Code can be used to meet this standard.
<p><b>2.02</b> Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p>	N/A
<p><b>2.03</b> Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p>	All selections in Beyond the Code can be used to meet this standard.
<p><b>2.04</b> Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).</p>	All selections in Beyond the Code can be used to meet this standard.
<p><b>2.05</b> Predict possible events in texts before and during reading.</p>	All selections in Beyond the Code can be used to meet this standard.
<p><b>2.06</b> Understand and follow oral-graphic directions.</p>	N/A
<p><b>2.07</b> Demonstrate understanding of literary language (e.g., “once upon a time”) and other vocabulary specific to a genre.</p>	N/A
<p><b>2.08</b> Distinguish fantasy from reality when reading text.</p>	N/A
<p>2.09 Identify the sequence of events in a story.</p>	BC 1, p. 53
<p><b>Goal 3 Connections</b></p>	
<p><b>3.01</b> Connect information and events in text to experience.</p>	All selections in Beyond the Code can be used to meet this standard.
<p><b>3.02</b> Discuss concepts and information in a text to clarify and extend knowledge.</p>	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<p><b>3.03</b> Associate target words with prior knowledge and explore an author’s choice of words.</p>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>3.04</b> Use speaking and listening skills and media to connect experiences and text by:</p> <ul style="list-style-type: none"> <li>• listening to and re-visiting stories.</li> <li>• discussing, illustrating, and dramatizing stories.</li> <li>• discovering relationships.</li> </ul>	<p>All selections in Beyond the Code can be used to meet this standard.</p>

***Explode the Code®***  
**Correlated to the**  
**North Carolina Standard Course of Study**

**Grade 1**

The following pages contain examples from components in *Explode the Code* that align to the North Carolina Standard Course of Study. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
<b>Goal 1</b> <b>The learner will develop and apply enabling strategies and skills to read and write.</b>	
<b>1.01</b> Develop phonemic awareness and demonstrate knowledge of alphabetic principle: <ul style="list-style-type: none"> <li>• count syllables in a word.</li> <li>• blend the phonemes of one-syllable words.</li> <li>• segment the phonemes of one-syllable words.</li> <li>• change the beginning, middle, and ending sounds to produce new words.</li> <li>• create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).</li> </ul>	TG 2, Lesson 1, p. 33; BK 2, Lesson 1, p. 1; BC 1, pp. 5–7 (blends)
<b>1.02</b> Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> <li>• generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns.</li> <li>• use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.</li> <li>• recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two).</li> <li>• read compound words and contractions.</li> <li>• read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking).</li> <li>• read appropriate word families.</li> </ul>	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, pp. 91–94 (compounds)

STANDARDS/EXPECTATIONS	Component
<b>1.03</b> Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	All selections in Beyond the Code can be used to meet this standard.
<b>1.04</b> Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	All selections in Beyond the Code can be used to meet this standard.
<b>1.05</b> Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.	All selections in Beyond the Code can be used to meet this standard.
<b>Goal 2</b> <b>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>	
<b>2.01</b> Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	All selections in Beyond the Code can be used to meet this standard.
<b>2.02</b> Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	N/A
<b>2.03</b> Read and comprehend both fiction and nonfiction text appropriate for grade one using: <ul style="list-style-type: none"> <li>• prior knowledge.</li> <li>• summary.</li> <li>• questions.</li> <li>• graphic organizers.</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>2.04</b> Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	All selections in Beyond the Code can be used to meet this standard.
<b>2.05</b> Predict and explain what will happen next in stories.	All selections in Beyond the Code can be used to meet this standard.
<b>2.06</b> Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	All selections in Beyond the Code can be used to meet this standard.
<b>2.07</b> Respond and elaborate in answering what, when, where, and how questions.	All selections in Beyond the Code can be used to meet this standard.
<b>2.08</b> Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.	All selections in Beyond the Code can be used to meet this standard.
<b>2.09</b> Read and understand simple written instructions.	N/A

STANDARDS/EXPECTATIONS	Component
<b>Goal 3</b> <b>The learner will make connections through the use of oral language, written language, and media and technology.</b>	
<b>3.01</b> Elaborate on how information and events connect to life experiences.	All selections in Beyond the Code can be used to meet this standard.
<b>3.02</b> Recognize and relate similar vocabulary use and concepts across experiences with texts.	All selections in Beyond the Code can be used to meet this standard.
<b>3.03</b> Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	All selections in Beyond the Code can be used to meet this standard.
<b>3.04</b> Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> <li>• publishing non-print texts.</li> <li>• discussing interpretations.</li> <li>• recording personal responses.</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>3.05</b> Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	All selections in Beyond the Code can be used to meet this standard.
<b>3.06</b> Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.	All selections in Beyond the Code can be used to meet this standard.
<b>3.07</b> Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> <li>• kinds of sentences.</li> <li>• capitalization of first word in a sentence and proper names.</li> <li>• punctuation to end a declarative and interrogative sentence.</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>	
<b>4.01</b> Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).	All selections in Beyond the Code can be used to meet this standard.
<b>4.02</b> Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	All selections in Beyond the Code can be used to meet this standard.
<b>4.03</b> Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text).	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<p><b>4.04</b> Extend skills in using oral and written language:</p> <ul style="list-style-type: none"> <li>• clarifying purposes for engaging in communication.</li> <li>• using clear and precise language to paraphrase messages.</li> <li>• engaging in more extended oral discussions.</li> <li>• producing written products.</li> <li>• completing graphic organizers.</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<p><b>4.05</b> Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).</p>	N/A
<p><b>4.06</b> Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.</p>	N/A

***Explode the Code®***  
**Correlated to the**  
**North Carolina Standard Course of Study**

**Grade 2**

The following pages contain examples from components in *Explode the Code* that align to the North Carolina Standard Course of Study. This correlation is intended to illustrate the program’s approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code*. If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher’s Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
<b>Goal 1</b> <b>The learner will develop and apply enabling strategies and skills to read and write.</b>	
<b>1.01</b> Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
<b>1.02</b> Read most high frequency and many irregularly spelled words accurately in text.	All selections in Beyond the Code can be used to meet this standard.
<b>1.03</b> Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	All selections in Beyond the Code can be used to meet this standard.
<b>1.04</b> Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	All selections in Beyond the Code can be used to meet this standard.
<b>1.05</b> Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>Goal 2</b> <b>The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>	
<b>2.01</b> Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> <li>• determining purpose (reader’s and author’s).</li> <li>• making predictions.</li> <li>• asking questions.</li> <li>• locating information for specific reasons/purposes.</li> <li>• recognizing and applying text structure.</li> <li>• comprehending and examining author’s decisions and word choice.</li> <li>• determining fact and opinion.</li> <li>• recognizing and comprehending figurative language.</li> <li>• making inferences and draw conclusions.</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>2.02</b> Use text for a variety of functions, including literary, informational, and practical.	N/A
<b>2.03</b> Read expository materials for answers to specific questions.	N/A
<b>2.04</b> Pose possible how, why, and what if questions to understand and/or interpret text.	All selections in Beyond the Code can be used to meet this standard.
<b>2.05</b> Self-monitor own difficulties in comprehending independently using several strategies.	All selections in Beyond the Code can be used to meet this standard.
<b>2.06</b> Recall main idea, facts and details from a text.	All selections in Beyond the Code can be used to meet this standard.
<b>2.07</b> Discuss similarities and differences in events, characters and concepts within and across texts.	All selections in Beyond the Code can be used to meet this standard.
<b>2.08</b> Interpret information from diagrams, charts, and maps.	N/A
<b>Goal 3</b> <b>The learner will make connections through the use of oral language, written language, and media and technology.</b>	
<b>3.01</b> Use personal experiences and knowledge to interpret written and oral messages.	All selections in Beyond the Code can be used to meet this standard.
<b>3.02</b> Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<p><b>3.03</b> Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features).</p>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>3.04</b> Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).</p>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>3.05</b> Locate and discuss examples of an author’s use of:</p> <ul style="list-style-type: none"> <li>• kinds of sentences (declarative, interrogative, exclamatory).</li> <li>• capitalization (titles, dates and days, names of countries).</li> <li>• punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).</li> <li>• use of paragraphs in texts and their effects on the reader.</li> <li>• genre(s) and specific word choice(s).</li> </ul>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>3.06</b> Discuss the effect of an author’s choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.</p>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>Goal 4</b>  <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b></p>	
<p><b>4.01</b> Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</p>	<p>N/A</p>
<p><b>4.02</b> Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.</p>	<p>N/A</p>
<p><b>4.03</b> Read aloud with fluency and expression any text appropriate for early independent readers.</p>	<p>All selections in Beyond the Code can be used to meet this standard.</p>
<p><b>4.04</b> Use oral communication to identify, organize, and analyze information.</p>	<p>N/A</p>
<p><b>4.05</b> Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</p>	<p>N/A</p>
<p><b>4.06</b> Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).</p>	<p>N/A</p>

STANDARDS/EXPECTATIONS	Component
<p><b>4.07</b> Compose first drafts using an appropriate writing process:  planning and drafting.  rereading for meaning.  revising to clarify and refine writing with guided discussion.</p>	N/A
<p><b>4.08</b> Write structured, informative presentations and narratives when given help with organization.</p>	N/A
<p><b>4.09</b> Use media and technology to enhance the presentation of information to an audience for a specific purpose.</p>	N/A

***Explode the Code®***  
**Correlated to the**  
**North Carolina Standard Course of Study**

**Grade 3**

The following pages contain examples from components in *Explode the Code* that align to the North Carolina Standard Course of Study. 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	Component
<b>Goal 1</b> <b>The learner will apply enabling strategies and skills to read and write.</b>	
<b>1.01</b> Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	Reference the Key on the last page of each BK TG 7, Lesson 9, pp. 20-22 TG 8, Lesson 8 – Fluency, p. 49 BK 8 Lesson 8, p. 59
<b>1.02</b> Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	All reading selections from BC; BK 7 and 8 BK 7, Lesson 6, pp. 47-54 BK 8, Lesson 11, pp. 82-89
<b>1.03</b> Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	All reading selections from BC; BK 7 and 8
<b>1.04</b> Increase sight vocabulary, reading vocabulary, and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• listening.</li> <li>• discussion.</li> <li>• book talks.</li> <li>• book clubs.</li> <li>• seminars.</li> <li>• viewing.</li> <li>• role play.</li> <li>• studying author’s craft, viewing.</li> <li>• role play.</li> <li>• studying author’s craft.</li> </ul>	TG 6, Lesson 11, p. 53 TG 7, Lesson 14, p. 30 TG 8, Lesson 11, p. 54; Lesson 12, p. 56 BC 4, pp. 83-96

STANDARDS	Component
<p><b>1.05</b> Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p>	<p>BK 7, Lesson 9, p. 67; Lesson 13, p. 107            TG 7, Lesson 9, p. 21            TG 8, Lesson 9 – Challenge, p. 51</p>
<p><b>1.06</b> Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:</p> <ul style="list-style-type: none"> <li>• increase fluency.</li> <li>• build background knowledge.</li> <li>• extend vocabulary.</li> </ul>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>Goal 2</b>  <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b></p>	
<p><b>2.01</b> Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p>	<p>BK 7, Lesson 13, p. 103            BK 8, Lesson 13, pp. 104-105            BC 4, pp. 64-79</p>
<p><b>2.02</b> Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> <li>• setting a purpose.</li> <li>• previewing the text.</li> <li>• making predictions.</li> <li>• asking questions.</li> <li>• locating information for specific purposes.</li> <li>• making connections.</li> <li>• using story structure and text organization to comprehend.</li> </ul>	<p>BC 4, pp. 48-63            BC 4, pp. 80-98            TG 8, Lesson 12 – Challenge, p. 57</p>
<p><b>2.03</b> Read a variety of texts, including:</p> <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, fables).</li> <li>• nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).</li> <li>• poetry (proverbs, riddles, limericks, simple poems).</li> <li>• drama (skits, plays).</li> </ul>	<p>TG 3, Lesson 11, p. 30            TG 6, Lesson, 6, p. 43            TG 7, Lesson 12, p. 27            TG 8, Lesson 12, p. 56            BK 7, Lesson 12, p. 95</p>

STANDARDS	Component
<p><b>2.04</b> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> <li>• author’s purpose.</li> <li>• plot.</li> <li>• conflict.</li> <li>• sequence.</li> <li>• resolution.</li> <li>• lesson and/or message.</li> <li>• main idea and supporting details.</li> <li>• cause and effect.</li> <li>• fact and opinion.</li> <li>• point of view (author and character).</li> <li>• author’s use of figurative language (e.g., simile, metaphor, imagery).</li> </ul>	<p>All reading selections from BC; BK 7 and 8  TG 7, Lesson 11, p. 25  TG 8, Lesson 11, p. 54</p>
<p><b>2.05</b> Draw conclusions, make generalizations, and gather support by referencing the text.</p>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>2.06</b> Summarize main idea(s) from written or spoken texts using succinct language.</p>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>2.07</b> Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p>	<p>N/A</p>
<p><b>2.08</b> Listen actively by:</p> <ul style="list-style-type: none"> <li>• facing the speaker.</li> <li>• making eye contact.</li> <li>• asking questions to clarify the message.</li> <li>• asking questions to gain additional information and ideas.</li> </ul>	<p>TG 6, Lesson 4, p. 39  TG 7, Lesson 13, pp. 28-29  TG 8, Lesson 10, pp. 52-53</p>

STANDARDS	Component
<b>Goal 3</b> <b>The learner will make connections through the use of oral language, written language, and media and technology.</b>	
<b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• considering the differences among genres.</li> <li>• relating plot, setting, and characters to own experiences and ideas.</li> <li>• considering main character’s point of view.</li> <li>• participating in creative interpretations.</li> <li>• making inferences and drawing conclusions about characters and events.</li> <li>• reflecting on learning, gaining new insights, and identifying areas for further study.</li> </ul>	All reading selections from BC; BK 7 and 8 BK 7, Posttest, p. 124 BK 8, lesson 8, pp. 64-65; Lesson 11, p. 89; Lesson 12, p. 97 TG 7, Lesson 12 – Challenge, p. 27
<b>3.02</b> Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.	All reading selections from BC; BK 7 and 8
<b>3.03</b> Use text and own experiences to verify facts, concepts, and ideas.	All reading selections from BC; BK 7 and 8
<b>3.04</b> Make informed judgments about television productions.	N/A
<b>3.05</b> Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).	N/A
<b>3.06</b> Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	N/A
<b>Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>	
<b>4.01</b> Read aloud grade-appropriate text with fluency, comprehension, and expression.	All reading selections from BC; BK 7 and 8 TG 4, Lesson 11, p. 30 TG 7, Lesson 6, p. 16; Lesson 11, p. 25 TG 8, Lesson 3, p. 40

STANDARDS	Component
<p><b>4.02</b> Use oral and written language to:</p> <ul style="list-style-type: none"> <li>• present information in a sequenced, logical manner.</li> <li>• discuss.</li> <li>• sustain conversation on a topic.</li> <li>• share information and ideas.</li> <li>• recount or narrate.</li> <li>• answer open-ended questions.</li> <li>• report information on a topic.</li> <li>• explain own learning.</li> </ul>	<p>All reading selections from BC; BK 7 and 8  TG 6, Lesson 7 – Comprehension, p. 45  TG 7, Lesson 6 – Comprehension, p. 17  TG 8, Lesson 4 – Comprehension, p. 42</p>
<p><b>4.03</b> Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).</p>	<p>TG 6, Lesson 2 – Challenge, p. 35  TG 7, Lesson 6 – Challenge, p. 17  TG 8, Lesson 8 – Writing, p. 49</p>
<p><b>4.04</b> Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p>	<p>TG 5, Lesson 1 – Comprehension, p. 8  TG 6, Lesson 5 – Comprehension, p. 41  TG 7, Lesson 5 – Comprehension, p. 15</p>
<p><b>4.05</b> Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.</p>	<p>TG 7, Lesson 14, pp. 29-31  TG 8, Lesson 6, pp. 44-46</p>
<p><b>4.06</b> Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p>	<p>TG 7, Lesson 13 – Comprehension, p. 29</p>
<p><b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p>	<p>TG 8, Lesson 5 – Writing, p. 44</p>
<p><b>4.08</b> Focus reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> <li>• clarifying ideas.</li> <li>• adding descriptive words and phrases.</li> <li>• sequencing events and ideas.</li> <li>• combining short, related sentences.</li> <li>• strengthening word choice.</li> </ul>	<p>TG 8, Lesson 4 – Comprehension (Writing), p. 42</p>
<p><b>4.09</b> Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p>	<p>TG 8, Lesson 10 – Comprehension, p. 53</p>
<p><b>4.10</b> Explore technology as a tool to create a written product.</p>	<p>N/A</p>

***Explode the Code®***  
**Correlated to the**  
**North Carolina Standard Course of Study**

**Grade 4**

The following pages contain examples from components in *Explode the Code* that align to the North Carolina Standard Course of Study. 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	Component
<b>Goal 1</b> <b>The learner will apply enabling strategies and skills to read and write.</b>	
<b>1.01</b> Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	All reading selections from BC; BK 7 and 8 BK 7, Lesson 6, pp. 47-54 BK 8, Lesson 11, pp. 82-89
<b>1.02</b> Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	Reference the Key on the last page of each BK TG 7, Lesson 9, pp. 20-22 TG 8, Lesson 8 – Fluency, p. 49 BK 8 Lesson 8, p. 59
<b>1.03</b> Identify key words and discover their meanings and relationships through a variety of strategies.	BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21 TG 8, Lesson 2 – Challenge, p. 39
<b>1.04</b> Increase reading and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• knowledge of homophones, synonyms, antonyms, homonyms.</li> <li>• knowledge of multiple meanings of words.</li> <li>• writing process elements.</li> <li>• writing as a tool for learning.</li> <li>• seminars.</li> <li>• book clubs.</li> <li>• discussions.</li> <li>• examining the author’s craft.</li> </ul>	TG 6, Lesson 11, p. 53 TG 7, Lesson 9 – Challenge, p. 22; Lesson 14, p. 30 TG 8, Lesson 11, p. 54; Lesson 12, p. 56 BC 4, pp. 83-96

STANDARDS	Component
<p><b>1.05</b> Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.</p>	<p>BK 7, Lesson 9, p. 67; Lesson 13, p. 107            TG 7, Lesson 9, p. 21            TG 8, Lesson 9 – Challenge, p. 51</p>
<p><b>1.06</b> Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:</p> <ul style="list-style-type: none"> <li>• increase fluency.</li> <li>• build background knowledge.</li> <li>• expand vocabulary.</li> </ul>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>Goal 2</b>  <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b></p>	
<p><b>2.01</b> Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).</p>	<p>BK 7, Lesson 13, p. 103            BK 8, Lesson 13, pp. 104-105            BC 4, pp. 64-79</p>
<p><b>2.02</b> Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> <li>• setting a purpose using prior knowledge and text information.</li> <li>• making predictions.</li> <li>• formulating questions.</li> <li>• locating relevant information.</li> <li>• making connections with previous experiences, information, and ideas.</li> </ul>	<p>BC 4, pp. 48-63            BC 4, pp. 80-98            TG 8, Lesson 12 – Challenge, p. 57</p>
<p><b>2.03</b> Read a variety of texts, including:</p> <ul style="list-style-type: none"> <li>• fiction (legends, novels, folklore, science fiction).</li> <li>• nonfiction (autobiographies, informational books, diaries, journals).</li> <li>• poetry (concrete, haiku).</li> <li>• drama (skits, plays).</li> </ul>	<p>TG 3, Lesson 11, p. 30            TG 6, Lesson, 6, p. 43            TG 7, Lesson 12, p. 27            TG 8, Lesson 12, p. 56            BK 7, Lesson 12, p. 95</p>

STANDARDS	Component
<p><b>2.04</b> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> <li>• plot.</li> <li>• theme.</li> <li>• main idea and supporting details.</li> <li>• author’s choice of words.</li> <li>• mood.</li> <li>• author’s use of figurative language.</li> </ul>	<p>All reading selections from BC; BK 7 and 8  TG 7, Lesson 11, p. 25  BK 7, Lesson 13, p. 103; Lesson 15, p. 119  TG 8, Lesson 2, p. 38; Lesson 11, p. 54  BK 8, Lesson 10, p. 81</p>
<p><b>2.05</b> Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>2.06</b> Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.</p>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>2.07</b> Determine usefulness of information and ideas consistent with purpose.</p>	<p>N/A</p>
<p><b>2.08</b> Verify the meaning or accuracy of the author’s statement(s) by referencing the text or other resources.</p>	<p>All reading selections from BC; BK 7 and 8</p>
<p><b>2.09</b> Listen actively by:</p> <ul style="list-style-type: none"> <li>• asking questions.</li> <li>• paraphrasing what was said.</li> <li>• interpreting speaker’s verbal and non-verbal messages.</li> <li>• interpreting speaker’s purposes and/or intent.</li> </ul>	<p>TG 6, Lesson 4, p. 39  TG 7, Lesson 13, pp. 28-29  TG 8, Lesson 10, pp. 52-53</p>
<p><b>Goal 3</b>  <b>The learner will make connections through the use of oral language, written language, and media and technology.</b></p>	
<p><b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• analyzing the impact of authors’ word choice and context.</li> <li>• examining the reasons for characters’ actions.</li> <li>• identifying and examining characters’ motives.</li> <li>• considering a situation or problem from different characters’ points of view.</li> <li>• analyzing differences among genres.</li> <li>• making inferences and drawing conclusions about characters, events and themes.</li> </ul>	<p>All reading selections from BC; BK 7 and 8  BK 7, Posttest, p. 124  BK 8, lesson 8, pp. 64-65; Lesson 11, p. 89; Lesson 12, p. 97  TG 7, Lesson 12 – Challenge, p. 27</p>

STANDARDS	Component
<b>3.02</b> Analyze characters, events, and plots within and between selections and cite supporting evidence.	All reading selections from BC; BK 7 and 8
<b>3.03</b> Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	N/A
<b>3.04</b> Make informed judgments about television and film/video productions.	N/A
<b>3.05</b> Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	N/A
<b>3.06</b> Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	N/A
<b>Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>	
<b>4.01</b> Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	All reading selections from BC; BK 7 and 8 TG 4, Lesson 11, p. 30 TG 7, Lesson 6, p. 16; Lesson 11, p. 25; Lesson 14, p. 30 TG 8, Lesson 3, p. 40
<b>4.02</b> Use oral and written language to: <ul style="list-style-type: none"> <li>• present information and ideas in a clear, concise manner.</li> <li>• discuss.</li> <li>• interview.</li> <li>• solve problems.</li> <li>• make decisions.</li> </ul>	All reading selections from BC; BK 7 and 8 TG 7, Lesson 12 – Comprehension, p. 27 TG 8, Lesson 9 – Comprehension, p. 51
<b>4.03</b> Make oral and written presentations using visual aids with an awareness of purpose and audience.	N/A
<b>4.04</b> Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	N/A
<b>4.05</b> Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	TG 5, Lesson 1 – Comprehension, p. 8 TG 6, Lesson 5 – Comprehension, p. 41 TG 7, Lesson 5 – Comprehension, p. 15

STANDARDS	Component
<b>4.06</b> Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	TG 7, Lesson 13 – Comprehension, p. 29
<b>4.07</b> Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	TG 8, Lesson 5 – Writing, p. 44
<b>4.08</b> Focus revision on a specific element such as: <ul style="list-style-type: none"> <li>• word choice.</li> <li>• sequence of events and ideas.</li> <li>• transitional words.</li> <li>• sentence patterns.</li> </ul>	TG 8, Lesson 4 – Comprehension (Writing), p. 42
<b>4.09</b> Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	TG 8, Lesson 10 – Comprehension, p. 53
<b>4.10</b> Use technology as a tool to gather, organize, and present information.	N/A