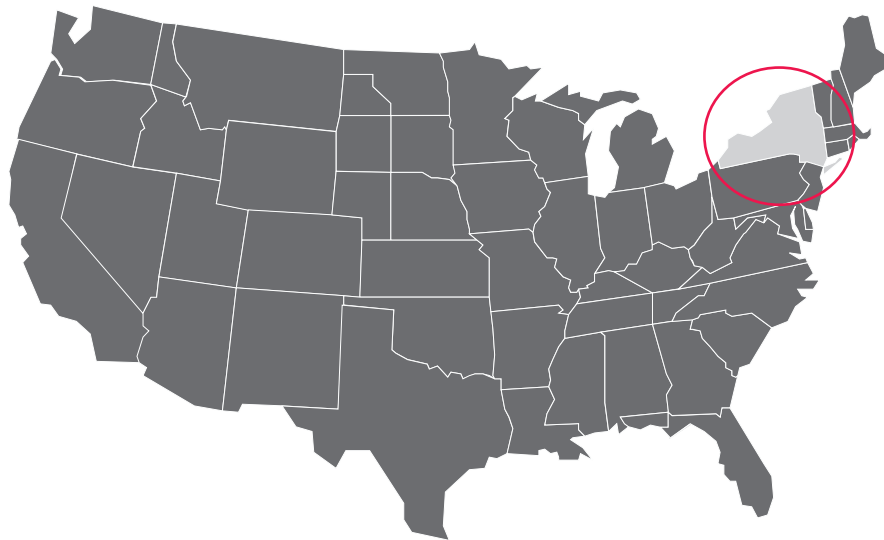




# Explode The Code<sup>®</sup>



Correlated to the:

## **New York**

State English Language Arts

Core Curriculum

K-4

PRODUCTS BY



***Explode the Code*<sup>®</sup>**  
**Correlated to the**  
**New York State English Language Arts Core Curriculum**

**Grade K**

The following pages contain examples from components in *Explode the Code* that align to the New York State English Language Arts Core Curriculum. 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
<b>Phonological and Phonemic Awareness</b>	
<ul style="list-style-type: none"> <li>• Identify and produce spoken words that rhyme</li> </ul>	TG 1, Lesson 2, p. 11
<ul style="list-style-type: none"> <li>• Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (<i>k-it, s-it, b-it</i>)</li> </ul>	TG 11, Lesson 8, p. 24
<ul style="list-style-type: none"> <li>• Count or tap the number of syllables in spoken words</li> </ul>	TG 4, Lesson 2, p. 39
<ul style="list-style-type: none"> <li>• Isolate individual sounds within spoken words (“What is the first sound in <i>can</i>?”)—Phoneme Isolation</li> </ul>	TG 1, Lesson 2, p. 10
<ul style="list-style-type: none"> <li>• Identify the same sounds in different spoken words (“What sound is the same in <i>sit, sip, and sun</i>?”)—Phoneme Identity</li> </ul>	TG 2, Lesson 3, p. 38
<ul style="list-style-type: none"> <li>• Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: <i>doll, dish, pill</i>?”)—Phoneme Categorization</li> </ul>	TG 3, Lesson 9, p. 24
<ul style="list-style-type: none"> <li>• Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending</li> </ul>	TG 1, Lesson 1, p. 9
<ul style="list-style-type: none"> <li>• Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (“How many sounds are there in <i>big</i>? Move three counters.”)—Phoneme Segmentation</li> </ul>	TG 1, Lesson 10, p. 27

STANDARDS/EXPECTATIONS	Component
<ul style="list-style-type: none"> <li>Recognize the remaining word when a phoneme is removed (“What is <i>cat</i> without the /k/?”)—Phoneme Deletion</li> </ul>	TG 3, Lesson 4, p. 13
<ul style="list-style-type: none"> <li>Make a new word by adding a phoneme to an existing word (“What word do you have if you add /s/ to <i>mile</i>?”—Phoneme Addition</li> </ul>	TG 2, Lesson 2, p. 35
<ul style="list-style-type: none"> <li>Substitute one phoneme for another to make a new word (“The word is rug. Change /g/ to /n/. What is the new word?”)—Phoneme Substitution</li> </ul>	TG 2, Lesson 10, p. 54
<b>Print Awareness</b>	
<ul style="list-style-type: none"> <li>Understand the purpose of print is to communicate</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Follow left-to-right and top-to-bottom direction when reading English</li> </ul>	TG A, p. 9
<ul style="list-style-type: none"> <li>Distinguish between letters and words</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Distinguish between print and pictures</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Track print by pointing to written words when texts are read aloud by self or others</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)</li> </ul>	N/A
<b>Alphabet Recognition and Phonics</b>	
<ul style="list-style-type: none"> <li>Recognize and name automatically all uppercase and lowercase manuscript letters</li> </ul>	A, B, C
<ul style="list-style-type: none"> <li>Recognize that individual letters have associated sounds</li> </ul>	A, B, C
<ul style="list-style-type: none"> <li>Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Identify some consonant letter-sound correspondences</li> </ul>	A, B, C
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>Read own name and names of family or friends</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Recognize and identify some sight words</li> </ul>	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
<ul style="list-style-type: none"> <li>Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)</li> </ul>	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
<ul style="list-style-type: none"> <li>Read familiar kindergarten-level texts at the emergent level</li> </ul>	All selections in Beyond the Code 1 can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>Background Knowledge and Vocabulary Development</b>	
• Learn the meaning of new words and use them in own speech	All selections in Beyond the Code can be used to meet this standard.
• Learn new words from books	All selections in Beyond the Code can be used to meet this standard.
• Use new vocabulary words to talk about life experiences	All selections in Beyond the Code can be used to meet this standard.
• Connect vocabulary and life experiences to ideas in books	All selections in Beyond the Code can be used to meet this standard.
• Use a picture dictionary to learn the meanings of words in books	N/A
<b>Comprehension Strategies</b>	
• Notice when sentences do not make sense	All selections in Beyond the Code can be used to meet this standard.
• Make predictions about story events	All selections in Beyond the Code can be used to meet this standard.
• Answer questions about text read aloud	All selections in Beyond the Code 1 can be used to meet this standard.
• Retell or dramatize stories or parts of stories	All selections in Beyond the Code can be used to meet this standard.

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**Grade 1**

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STANDARDS/EXPECTATIONS	Component
<b>Phonemic Awareness</b>	
• Count the number of syllables in a word	TG 4, Lesson 2, p. 39
• Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words	All selections in Beyond the Code 1 can be used to meet this standard.
• Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words	All selections in Beyond the Code 1 can be used to meet this standard.
<b>Decoding Including Phonics and Structural Analysis</b>	
• Identify and produce letter-sound correspondences, including consonants and short and long vowels	BK 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9; BC 1, pp. 91–94 (long vowels)
• Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words	TG 2, Lesson 4, p. 41; BK 1, Lesson 4, p. 31; BC 1, pp. 5–7
• Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words ( <i>s-it, s-at</i> )	TG 1, Lesson 3, p. 13; BK 1, Lesson 3, p. 19
• Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds	TG 4, Lesson 1, p. 37; WB 4, Lesson 1, p. 1 (compounds)
• Check accuracy of decoding using context to monitor and self-correct	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>Print Awareness</b>	
<ul style="list-style-type: none"> <li>Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings</li> </ul>	N/A
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>Sight-read automatically grade-level common, high-frequency words</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Sight-read automatically grade-level irregularly spelled words</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Sight-read automatically 300–500 words including sight and decodable words</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Use punctuation clues to read connected text with expression, accuracy and fluency</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM)</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> </ul>	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms); BC 1, p. 5 (homonyms)
<ul style="list-style-type: none"> <li>Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary</li> </ul>	BC 1, p. 21
<ul style="list-style-type: none"> <li>Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary</li> </ul>	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
<ul style="list-style-type: none"> <li>Connect words and ideas in books to prior knowledge</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Learn new words indirectly from reading books and other print sources</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Use a dictionary to learn the meanings of words</li> </ul>	N/A
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>Read grade-level texts for different purposes</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text</li> </ul>	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
• Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text	N/A
• Use graphic or semantic organizers to organize and categorize information	N/A
• Ask questions in response to texts	All selections in Beyond the Code can be used to meet this standard.
• Answer simple questions (such as how? why? what if?) in response to texts	All selections in Beyond the Code can be used to meet this standard.
• Sequence events in retelling stories	All selections in Beyond the Code can be used to meet this standard.
• Summarize main ideas from informational texts	All selections in Beyond the Code can be used to meet this standard.
• Follow simple written instructions	N/A
• Use own perspectives and opinions to comprehend text	All selections in Beyond the Code can be used to meet this standard.

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**Grade 2**

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STANDARDS/EXPECTATIONS	Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs</li> </ul>	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 5–7 (digraphs)
<ul style="list-style-type: none"> <li>Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words</li> </ul>	BK 4, Lesson 9, p. 9; TG 4, Lesson 9, p. 43; BC 1, pp. 81–83
<ul style="list-style-type: none"> <li>Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known <i>word boat</i>, read <i>coat</i>, <i>moat</i>, <i>goat</i>)</li> </ul>	BC 1, p. 1
<ul style="list-style-type: none"> <li>Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)</li> </ul>	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
<ul style="list-style-type: none"> <li>Check accuracy of decoding using context to monitor and self-correct</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<b>Print Awareness</b>	
<ul style="list-style-type: none"> <li>Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings</li> </ul>	N/A
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>Sight-read automatically grade-level, common, high-frequency words</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM)</li> </ul>	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary</li> </ul>	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms); BC 1, p. 5 (homonyms)
<ul style="list-style-type: none"> <li>• Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary</li> </ul>	BC 1, p. 21
<ul style="list-style-type: none"> <li>• Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary</li> </ul>	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
<ul style="list-style-type: none"> <li>• Connect words and ideas in books to spoken language vocabulary and background knowledge</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Learn new words indirectly from reading books and other print sources</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Use a dictionary to learn the meanings of words</li> </ul>	N/A
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read grade-level texts with comprehension and for different purposes</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Organize text information by using graphic or semantic organizers</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Compare and contrast similarities and differences among characters and events across stories</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Compare and contrast similarities and differences in information from more than one informational text</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Ask questions when listening to or reading texts</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>• Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing</li> </ul>	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<ul style="list-style-type: none"> <li>Support point of view with text information</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)</li> </ul>	All selections in Beyond the Code can be used to meet this standard.
<ul style="list-style-type: none"> <li>Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation</li> </ul>	N/A

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**Grade 3**

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STANDARDS/EXPECTATIONS	Component
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>• Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words</li> </ul>	All lessons use knowledge of letter-sound correspondences to blend sounds when reading decodable grade-level words. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49 TG 5, Lesson 4, pp. 13-14
<ul style="list-style-type: none"> <li>• Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families</li> </ul>	TG 4, Lesson 2, pp. 39-40; Lesson 4, p. 43 BK 4, Lesson 2, pp. 9-16; Lesson 11, pp. 75-76 TG 6, Lesson 6, pp. 42-44 BK 6, Lesson 6, pp. 41-48 TG 8, Lesson 8, p. 49 BK 8, Lesson 8, p. 59 BC 4, p. 62
<ul style="list-style-type: none"> <li>• Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)</li> </ul>	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4, 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 8, pp. 59-67; Lesson 9, p. 69 TG 8, Lesson 1, pp. 36-37; Lesson 2, p. 38; Lesson 7, pp. 46-47; Lesson 10, pp. 50-52

STANDARDS/EXPECTATIONS	Component
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically grade-level high-frequency words and irregularly spelled content words</li> </ul>	<p>All lessons have high-frequency and new vocabulary words introduced in each lesson under <i>Vocabulary</i>.</p> <p>TG 6, Lesson 6, p. 42  TG 7, Lesson 9, p. 21  TG 8, Lesson 8, p. 49</p>
<ul style="list-style-type: none"> <li>• Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM)</li> </ul>	<p>All reading selections from BC1-4; BK 7-8</p> <p>TG 4, Lesson 11, p. 30  TG 5, Lesson 11 – Fluency, p. 28  TG 6, Lesson 5 – Fluency, p. 41  TG 8, Lesson 6 – Fluency, p. 45</p>
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Study categories of words to learn grade-level vocabulary</li> </ul>	<p>All lessons have high-frequency and new vocabulary words introduced in each lesson under <i>Vocabulary</i>.</p> <p>TG 6, Lesson 6, p. 42  TG 7, Lesson 9, p. 21  TG 8, Lesson 8, p. 49</p>
<ul style="list-style-type: none"> <li>• Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning</li> </ul>	<p>TG 3, Lesson 7, p. 21; Lesson 10, p. 28  TG 4, 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 8, pp. 59-67; Lesson 9, p. 69  TG 8, Lesson 1, pp. 36-37; Lesson 2, p. 38; Lesson 7, pp. 46-47; Lesson 10, pp. 50-52</p>
<ul style="list-style-type: none"> <li>• Connect words and ideas in books to spoken language vocabulary and background knowledge</li> </ul>	<p>All lessons connect words and ideas to spoken language vocabulary and background knowledge.</p> <p>TG 5, Lesson 8, p. 21  TG 8, Lesson 4, p. 41</p>
<ul style="list-style-type: none"> <li>• Learn new vocabulary and concepts indirectly by reading books and other print sources</li> </ul>	<p>All lessons introduce new vocabulary.</p> <p>TG 7, Lesson 12, p. 26</p>
<ul style="list-style-type: none"> <li>• Identify specific words causing comprehension difficulties in oral or written language</li> </ul>	<p>TG 8, Lesson 3, p. 40</p>

STANDARDS/EXPECTATIONS	Component
<ul style="list-style-type: none"> <li>• Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms</li> </ul>	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
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>• Read grade-level texts with comprehension and for different purposes</li> </ul>	All reading selections from BC 1-4; BK 7-8
<ul style="list-style-type: none"> <li>• Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text</li> </ul>	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 11, p. 28
<ul style="list-style-type: none"> <li>• Work cooperatively with peers to comprehend text</li> </ul>	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 9 – Fluency, p. 24 TG 8, Lesson 2 – Comprehension, pp. 38-39
<ul style="list-style-type: none"> <li>• Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Use knowledge of structure of imaginative text to identify and interpret plot, character, and events</li> </ul>	All reading selections from BC1-4; BK 7-8 BK 7, Lesson 13, p. 103 BC 4, pp. 51-57
<ul style="list-style-type: none"> <li>• Listen to or read grade-level texts and ask questions to clarify understanding</li> </ul>	All reading selections from BC1-4; BK 7-8
<ul style="list-style-type: none"> <li>• Listen to or read grade-level texts and answer literal, inferential, and critical/application questions</li> </ul>	All reading selections from BC1-4; BK 7-8 BC 4, pp. 83-96
<ul style="list-style-type: none"> <li>• Summarize main ideas of informational text and details from imaginative text orally and in writing</li> </ul>	All reading selections from BC1-4; BK 7-8 and lessons offer the opportunity for students to summarize main ideas and details orally and in writing.
<ul style="list-style-type: none"> <li>• Support point of view with details from the text</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)</li> </ul>	All reading selections from BC1-4; BK 7-8
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations</li> </ul>	TG 6, Lesson 8, p. 47 TG 8, Lesson 11 – Fluency, p. 54; Lesson 12 – Fluency, p. 56
<ul style="list-style-type: none"> <li>• Infer underlying theme or message of written text</li> </ul>	All reading selections from BC1-4; BK 7-8

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**New York State English Language Arts Core Curriculum**

**Grade 4**

The following pages contain examples from components in *Explode the Code* that align to the New York State English Language Arts Core Curriculum. 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
<b>Decoding Including Phonics and Structural Analysis</b>	
<ul style="list-style-type: none"> <li>• Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words</li> </ul>	All lessons use knowledge of letter-sound correspondences to blend sounds when reading decodable grade-level words. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49 TG 5, Lesson 4, pp. 13-14
<ul style="list-style-type: none"> <li>• Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words</li> </ul>	TG 4, Lesson 2, pp. 39-40; Lesson 4, p. 43 BK 4, Lesson 2, pp. 9-16; Lesson 11, pp. 75-76 TG 6, Lesson 6, pp. 42-44 BK 6, Lesson 6, pp. 41-48 TG 8, Lesson 8, p. 49 BK 8, Lesson 8, p. 59 BC 4, p. 62
<ul style="list-style-type: none"> <li>• Identify unfamiliar words using syntactic (grammar) cues</li> </ul>	All lessons use syntactic cues to identify unfamiliar words. TG 7, Lesson 8, pp. 19-20
<ul style="list-style-type: none"> <li>• Identify unfamiliar words using semantic (meaning) cues</li> </ul>	All lessons use semantic cues to identify unfamiliar words. TG 8, Lesson 5, pp. 43-44
<ul style="list-style-type: none"> <li>• Integrate sources of information when word reading to decode and cross-check</li> </ul>	TG 7, Lesson 14, pp. 29-31

STANDARDS/EXPECTATIONS	Component
<b>Fluency</b>	
<ul style="list-style-type: none"> <li>• Sight-read automatically high-frequency words and irregularly spelled content words</li> </ul>	<p>All lessons have high-frequency and new vocabulary words introduced in each lesson under <i>Vocabulary</i>.</p> <p>TG 6, Lesson 6, p. 42  TG 7, Lesson 9, p. 21  TG 8, Lesson 8, p. 49</p>
<ul style="list-style-type: none"> <li>• Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression</li> </ul>	<p>All reading selections from BC1-4; BK 7-8</p> <p>TG 4, Lesson 11, p. 30  TG 5, Lesson 11 – Fluency, p. 28  TG 6, Lesson 5 – Fluency, p. 41  TG 8, Lesson 6 – Fluency, p. 45</p>
<b>Background Knowledge and Vocabulary Development</b>	
<ul style="list-style-type: none"> <li>• Learn grade-level vocabulary through a variety of means</li> </ul>	<p>All lessons introduce new vocabulary in a variety of means.</p> <p>TG 6, Lesson 6, p. 42  TG 7, Lesson 9, p. 21  TG 8, Lesson 8, p. 49</p>
<ul style="list-style-type: none"> <li>• Use word structure such as roots, prefixes, and suffixes to determine meaning</li> </ul>	<p>TG 3, Lesson 7, p. 21; Lesson 10, p. 28  TG 4, 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 8, pp. 59-67; Lesson 9, p. 69  TG 8, Lesson 1, pp. 36-37; Lesson 2, p. 38; Lesson 7, pp. 46-47; Lesson 10, pp. 50-52</p>
<ul style="list-style-type: none"> <li>• Use prior knowledge and experience in order to understand ideas and vocabulary found in books</li> </ul>	<p>All lessons connect words and ideas to spoken language vocabulary and background knowledge.</p> <p>TG 5, Lesson 8, p. 21  TG 8, Lesson 4, p. 41</p>
<ul style="list-style-type: none"> <li>• Acquire new vocabulary by reading books and other print sources</li> </ul>	<p>All lessons introduce new vocabulary.</p> <p>TG 7, Lesson 12, p. 26</p>
<ul style="list-style-type: none"> <li>• Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties</li> </ul>	<p>TG 8, Lesson 3, p. 40</p>

STANDARDS/EXPECTATIONS	Component
<ul style="list-style-type: none"> <li>Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources</li> </ul>	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
<ul style="list-style-type: none"> <li>Use a thesaurus to identify synonyms and antonyms</li> </ul>	BK 8, Lesson 5, p. 37; Lesson 6, p. 45
<b>Comprehension Strategies</b>	
<ul style="list-style-type: none"> <li>Read a variety of grade-level texts with understanding</li> </ul>	All reading selections from BC 1-4; BK 7-8
<ul style="list-style-type: none"> <li>Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text</li> </ul>	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 11, p. 28
<ul style="list-style-type: none"> <li>Work cooperatively with others to determine meaning</li> </ul>	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 9 – Fluency, p. 24 TG 8, Lesson 2 – Comprehension, pp. 38-39
<ul style="list-style-type: none"> <li>Use text structure to recognize differences among a variety of texts</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Ask questions to clarify understanding of grade-level texts</li> </ul>	All reading selections from BC 1-4; BK 7-8
<ul style="list-style-type: none"> <li>Read grade-level texts and answer literal, inferential, and evaluative questions</li> </ul>	All reading selections from BC1-4; BK 7-8 BC 4, pp. 83-96
<ul style="list-style-type: none"> <li>State a main idea and support it with details from the text</li> </ul>	All reading selections from BC1-4; BK 7-8 and lessons offer the opportunity for students to summarize main ideas and details orally and in writing.
<ul style="list-style-type: none"> <li>State a point of view and support it with details from the text</li> </ul>	N/A
<ul style="list-style-type: none"> <li>Participate in discussions about grade-level texts</li> </ul>	All reading selections from BC1-4; BK 7-8
<ul style="list-style-type: none"> <li>Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations</li> </ul>	TG 6, Lesson 8, p. 47 TG 8, Lesson 11 – Fluency, p. 54; Lesson 12 – Fluency, p. 56
<ul style="list-style-type: none"> <li>Recognize the theme or message of a text</li> </ul>	All reading selections from BC1-4; BK 7-8