



# Explode The Code®



Correlated to the:

## **Texas**

Essential Knowledge and Skills  
for English Language Arts and Reading  
K-4

PRODUCTS BY



***Explode the Code*<sup>®</sup>**  
**Correlated to the**  
**Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade K**

The following pages contain examples from components in *Explode the Code* that align to the Texas Essential Knowledge and Skills for English Language Arts and Reading. 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>Reading: Print Awareness</b>	
<b>5. The student demonstrates knowledge of concepts of print.</b>	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger	N/A
(B) know that print moves left-to-right across the page and top-to-bottom	TG A, p. 9
(C) understand that written words are separated by spaces	N/A
(D) know the difference between individual letters and printed words	N/A
(E) know the difference between capital and lowercase letters	A, B, C
(F) recognize how readers use capitalization and punctuation to comprehend	BK 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
(G) understand that spoken words are represented in written language by specific sequences of letters	N/A
(H) recognize that different parts of a book such as cover, title page, and table of contents offer information	N/A
<b>Reading: Phonological Awareness</b>	
<b>6. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b>	
(A) demonstrate the concept of word by dividing spoken sentences into individual words	N/A

STANDARDS/EXPECTATIONS	Component
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words	TG 4, Lesson 3, p. 41
(C) produce rhyming words and distinguish rhyming words from non-rhyming words	TG 1, Lesson 7, p. 21
(D) identify and isolate the initial and final sound of a spoken word	TG 1, Lessons 1 & 2, pp. 7–11
(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word	TG 1, Lesson 1, p. 7
(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds	TG 1, Lesson 4, p. 14
<b>Reading: Phonics</b>	
<b>7. The student uses letter-sound knowledge to decode written language.</b>	
(A) name and identify each letter of the alphabet	A, B, C
(B) understand that written words are composed of letters that represent sounds	A, B, C
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read	TG 1, Lesson 1, p. 7; BK 1, Lesson 1, p. 2; BC 1, p. 1
<b>8. The student develops an extensive vocabulary.</b>	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences	All selections in Beyond the Code can be used to meet this standard.
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections in Beyond the Code can be used to meet this standard.
(C) identify words that name persons, places, or things and words that name actions	All selections in Beyond the Code can be used to meet this standard.
<b>Reading: Comprehension</b>	
<b>9. The student uses a variety of strategies to comprehend selections read aloud.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	All selections in Beyond the Code can be used to meet this standard.
(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained	All selections in Beyond the Code can be used to meet this standard.
(C) retell or act out the order of important events in stories	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>Reading: Literary Response</b>	
<b>10. The student responds to various texts.</b>	
(A) listen to stories being read aloud	All selections in Beyond the Code can be used to meet this standard.
(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud	All selections in Beyond the Code can be used to meet this standard.
(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation	All selections in Beyond the Code can be used to meet this standard.
(D) describe how illustrations contribute to the text	All selections in Beyond the Code can be used to meet this standard.
<b>Reading: Text Structures/Literary Concepts</b>	
<b>11. The student recognizes characteristics of various types of texts</b>	
(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve	N/A
(B) understand simple story structure	All selections in Beyond the Code can be used to meet this standard.
(C) distinguish fiction from nonfiction, including fact and fantasy	N/A
(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books	N/A
(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures	N/A
<b>Reading: Inquiry/Research</b>	
<b>12. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources.</b>	
(A) identify relevant questions for inquiry such as “Why did knights wear armor?”	All selections in Beyond the Code can be used to meet this standard.
(B) use pictures, print, and people to gather information and answer questions	All selections in Beyond the Code can be used to meet this standard.
(C) draw conclusions from information gathered	All selections in Beyond the Code can be used to meet this standard.
(D) locate important areas of the library/media center	N/A

STANDARDS/EXPECTATIONS	Component
<b>Reading: Culture</b>	
<b>13. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures</b>	
(A) connect his/her own experiences with the life experiences, language, customs, and culture of others	All selections in Beyond the Code can be used to meet this standard.
(B) compare experiences of characters across cultures	N/A

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**Grade 1**

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STANDARDS/EXPECTATIONS	Component
<b>Reading: Print Awareness</b>	
<b>5. The student demonstrates knowledge of concepts of print.</b>	
(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as <i>Exit</i> and <i>Danger</i>	N/A
(B) know that print moves left-to-right across the page and top-to-bottom	TG A, p. 9
(C) understand that written words are separated by spaces	N/A
(D) know the difference between individual letters and printed words	N/A
(E) know the order of the alphabet	N/A
(F) know the difference between capital and lowercase letters	A, B, C
(G) recognize how readers use capitalization and punctuation to comprehend	BK 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
(H) understand that spoken words are represented in written language by specific sequences of letters	N/A
(I) recognize that different parts of a book such as cover, title page, and table of contents offer information	N/A
(J) recognize that there are correct spellings for words	N/A
(K) recognize the distinguishing features of a paragraph	N/A

STANDARDS/EXPECTATIONS	Component
<b>Reading: Phonological Awareness</b>	
<b>6. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).</b>	
(A) demonstrate the concept of word by dividing spoken sentences into individual words	N/A
(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words	TG 4, Lesson 3, p. 41
(C) produce rhyming words and distinguish rhyming words from non-rhyming words	TG 1, Lesson 7, p. 21
(D) identify and isolate the initial and final sound of a spoken word	TG 1, Lessons 1 & 2, pp. 7–11
(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word	TG 1, Lesson 1, p. 7
(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds	TG 1, Lesson 4, p. 14
<b>Reading: Phonics</b>	
<b>7. The student uses letter-sound knowledge to decode written language.</b>	
(A) name and identify each letter of the alphabet	A, B, C
(B) understand that written words are composed of letters that represent sounds	N/A
(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read	TG 1, Lesson 1, p. 7; BK 1, Lesson 1, p. 2; BC 1, p. 1
(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as <i>bl, st, tr</i> ; consonant digraphs such as <i>th, sh, ck</i> ; and vowel digraphs and diphthongs such as <i>ea, ie, ee</i>	BK 2, Lesson 1, p. 1; TG 2, Lesson 1, p. 33; BC 1, pp. 5–7
(E) blend initial letter-sounds with common vowel spelling patterns to read words	TG 1, Lesson 11, p. 29; BK 1, Lesson 11, p. 85; BC 1, p. 1
(F) decode by using all letter-sound correspondences within regularly spelled words	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught)	All selections in Beyond the Code can be used to meet this standard.
<b>8. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All selections in Beyond the Code can be used to meet this standard.
(B) use common spelling patterns to read words	All selections in Beyond the Code can be used to meet this standard.
(C) use structural cues to recognize words such as compounds, base words, and inflections such as <i>-s</i> , <i>-es</i> , <i>-ed</i> , and <i>-ing</i>	TG 4, Lesson 1, p. 37; WB 4, Lesson 1, p. 1 (compounds)
(D) identify multisyllabic words by using common syllable patterns	TG 4, Lesson 7, p. 49; WB 4, Lesson 7, p. 43
(E) recognize high frequency irregular words such as <i>said</i> , <i>was</i> , <i>where</i> , and <i>is</i>	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All selections in Beyond the Code can be used to meet this standard.
(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All selections in Beyond the Code can be used to meet this standard.
<b>Reading: Fluency</b>	
<b>9. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections in Beyond the Code can be used to meet this standard.
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” first grader reads approximately 60 wpm)	All selections in Beyond the Code can be used to meet this standard.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All selections in Beyond the Code can be used to meet this standard.
(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
<b>10. The student reads widely for different purposes in varied sources.</b>	
(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information	N/A
(B) use graphs, charts, signs, captions, and other informational texts to acquire information	N/A
<b>Reading: Vocabulary</b>	
<b>11. The student develops an extensive vocabulary.</b>	
(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences	All selections in Beyond the Code can be used to meet this standard.
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections in Beyond the Code can be used to meet this standard.
(C) identify words that name persons, places, or things and words that name actions	All selections in Beyond the Code can be used to meet this standard.
<b>Reading: Comprehension</b>	
<b>12. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	All selections in Beyond the Code can be used to meet this standard.
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	All selections in Beyond the Code can be used to meet this standard.
(C) retell or act out the order of important events in stories	All selections in Beyond the Code can be used to meet this standard.
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help	All selections in Beyond the Code can be used to meet this standard.
(E) draw and discuss visual images based on text descriptions	All selections in Beyond the Code can be used to meet this standard.
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions	All selections in Beyond the Code can be used to meet this standard.
(G) identify similarities and differences across texts such as in topics, characters, and problems	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>Reading: Phonics</b>	
<b>5. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All selections in Beyond the Code can be used to meet this standard.
(B) blend initial letter - sounds with common vowel spelling patterns to read words	TG 1, Lesson 11, p. 29; BK 1, Lesson 11, p. 85; BC 1, p. 1
(C) recognize high-frequency irregular words such as <i>said, was, where, and is</i>	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
(D) identify multisyllabic words by using common syllable patterns	TG 4, Lesson 7, p. 49; WB 4, Lesson 7, p. 43
(E) use structural cues to recognize words such as compound, base words, and inflections such as <i>-s, -es, -ed, and -ing</i>	TG 4, Lesson 1, p. 37; WB 4, Lesson 1, p. 1 (compounds)
(F) use structural cues such as prefixes and suffixes to recognize words, for example, <i>un-</i> and <i>-ly</i>	BC 2, p. 15 (prefixes); BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39 (suffixes)
(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All selections in Beyond the Code can be used to meet this standard.
(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All selections in Beyond the Code can be used to meet this standard.
<b>Reading: Fluency</b>	
<b>6. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” second grader reads approximately 70 wpm)	All selections in Beyond the Code can be used to meet this standard.
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All selections in Beyond the Code can be used to meet this standard.
(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	All selections in Beyond the Code can be used to meet this standard.
(E) read silently for increasing periods of time	N/A
<b>7. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources	N/A
(C) read to accomplish various purposes, both assigned and self-selected	N/A
<b>Reading: Vocabulary</b>	
<b>8. The student develops an extensive vocabulary.</b>	
(A) discuss meanings of words and develop vocabulary through meaningful/ concrete experiences	All selections in Beyond the Code can be used to meet this standard.
(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All selections in Beyond the Code can be used to meet this standard.
(C) develop vocabulary through reading	All selections in Beyond the Code can be used to meet this standard.
(D) use resources and references such as beginners’ dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words	N/A
<b>Reading: Comprehension</b>	
<b>9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	All selections in Beyond the Code can be used to meet this standard.
(C) retell or act out the order of important events in stories	All selections in Beyond the Code can be used to meet this standard.
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help	All selections in Beyond the Code can be used to meet this standard.
(E) draw and discuss visual images based on text descriptions	All selections in Beyond the Code can be used to meet this standard.
(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions	All selections in Beyond the Code can be used to meet this standard.
(G) identify similarities and differences across texts such as in topics, characters, and problems	All selections in Beyond the Code can be used to meet this standard.
(H) produce summaries of text selections	All selections in Beyond the Code can be used to meet this standard.
(I) represent text information in different ways, including story maps, graphs, and charts	N/A

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**Grade 3**

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STANDARDS/SKILLS	Component
<b>Reading: Phonics</b>	
<b>5. The student uses a variety of word identification strategies.</b>	
(A) decode by using all letter-sound correspondences within a word	All lessons in the TG use letter-sound correspondences within a word to decode. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49
(B) blend initial letter-sounds with common vowel spelling patterns to read words	TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, pp. 9-16 TG 5, Lesson 4, pp. 13-14 TG 6, Lesson 6, pp. 42-44 BK 6, Lesson 6, pp. 41-48
(C) identify multisyllabic words by using common syllable patterns	TG 4, Lesson 4, p. 43 BK 4, Lesson 11, pp. 75-76 TG 8, Lesson 8 – Fluency, p. 49 BK 8, Lesson 8, p. 59
(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words	TG 8, Lesson 1, pp. 36-37; Lesson 7, pp. 46-47 BK 8, Lesson 8, pp. 59-67
(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning	All reading selections from BC 1-4; BK 7-8 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 7, Lesson 9, p. 21

STANDARDS/SKILLS	Component
(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 11, p. 28
<b>Reading: Fluency</b>	
<b>6. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All reading selections from BC 1-4; BK 7-8
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the “typical” third grader reads 80 wpm)	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 5 – Fluency, p. 16
(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)	All reading selections from BC 1-4; BK 7-8 TG 4, Lesson 11, p. 30 TG 6, Lesson 5 – Fluency, p. 41 TG 8, Lesson 6 – Fluency, p. 45
(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty	N/A
(E) read silently for increasing periods of time	All reading selections from BC 1-4; BK 7-8
<b>7. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources	N/A
(C) read to accomplish various purposes, both assigned and self-selected	All reading selections from BC 1-4; BK 7-8
<b>Reading: Vocabulary</b>	
<b>8. The student develops an extensive vocabulary.</b>	
(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud	All reading selections from BC 1-4; BK 7-8
(B) develop vocabulary through reading	All reading selections from BC 1-4; BK 7-8

STANDARDS/SKILLS	Component
(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words	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
(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words)	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 9, p. 69
<b>Reading: Comprehension</b>	
<b>9. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.</b>	
(A) use prior knowledge to anticipate meaning and make sense of texts	All lessons use prior knowledge to anticipate meaning. TG 6, Lesson 8, p. 46 TG 7, Lesson 14, p. 29
(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained	N/A
(C) retell or act out the order of important events in stories	TG 6, Lesson 8, p. 47 TG 8, Lesson 11 – Fluency, p. 54; Lesson 12 – Fluency, p. 56
(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 11, p. 28 (Repeated Reading)
(E) draw and discuss visual images based on text descriptions	TG 6, Lesson 7 – Comprehension, p. 45 BC 4, p. 77
(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions	BC 1-4; BK 7-8 The reading selections presented in BC 1-4 and BK 7-8 can be used to predict events and actions by previewing with the teacher. After reading each selection, teachers can use predictions to verify information.
(G) identify similarities and differences across texts such as in topics, characters, and themes	All reading selections from BC 1-4; BK 7-8
(H) produce summaries of text selections	All reading selections from BC 1-4; BK 7-8

STANDARDS/SKILLS	Component
(I) represent text information in different ways, including story maps, graphs, and charts	BC 4 and BK 1-8 TG 8, Lesson 7, p. 47
(J) distinguish fact from opinion in various texts, including news stories and advertisements	N/A
(K) practice different kinds of questions and tasks, including test-like comprehension questions	BC 4, pp. 83-98 BK 8, Lesson 13, pp. 104-105; Posttest, pp. 106-109

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**Grade 4**

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STANDARDS/SKILLS	Component
<b>Reading: Phonics</b>	
<b>6. The student uses a variety of word identification strategies.</b>	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	All lessons in the TG use letter-sound correspondences within a word, language structure, and context to recognize words. TG 3, Lesson 13, p. 33 TG 4, Lesson 7, pp. 48-49
(B) use structural analysis to identify root words with prefixes such as <i>dis-</i> , <i>non-</i> , <i>in-</i> ; and suffixes such as <i>-ness</i> , <i>-tion</i> , <i>-able</i>	TG 8, Lesson 1, pp. 36-37; Lessons 5-7, pp. 43-47 BK 8, Lesson 8, pp. 59-67
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources	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>Reading: Fluency</b>	
<b>7. The student reads with fluency and understanding in texts at appropriate difficulty levels.</b>	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)	All reading selections from BC 1-4; BK 7-8
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” fourth grader reads approximately 90 wpm)	All reading selections from BC 1-4; BK 7-8 TG 5, Lesson 5 – Fluency, p. 16

STANDARDS/SKILLS	Component
(C) demonstrate characteristics of fluent and effective reading	All reading selections from BC 1-4; BK 7-8 TG 4, Lesson 11, p. 30 TG 6, Lesson 5 – Fluency, p. 41 TG 8, Lesson 6 – Fluency, p. 45
(D) adjust reading rate based on purposes for reading	N/A
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners	All reading selections from BC 1-4; BK 7-8 TG 4, Lesson 11, p. 30 TG 6, Lesson 5 – Fluency, p. 41 TG 8, Lesson 6 – Fluency, p. 45
(F) read silently with increasing ease for longer periods	All reading selections from BC1-4; BK 7-8
<b>8. The student reads widely for different purposes in varied sources.</b>	
(A) read classic and contemporary works	N/A
(B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure	N/A
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing	All reading selections from BC 1-4; BK 7-8 TG 7, Lesson 14, p. 30 TG 8, Lesson 9, p. 51
<b>Reading: Vocabulary</b>	
<b>9. The student acquires an extensive vocabulary through reading and systematic word study.</b>	
(A) develop vocabulary by listening to selections read aloud	All reading selections from BC 1-4; BK 7-8 TG 6, Lesson 11, p. 53
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 6 – Challenge, p. 44 BK 7, Lesson 13, p. 103; Lesson 15, p. 119 TG 8, Lesson 7, p. 38; Lesson 9, p. 51 BK 8, Lesson 10, p. 81
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage	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
D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , <i>un-</i>	TG 8, Lesson 1, pp. 36-37; Lesson 3, pp. 39-40

STANDARDS/SKILLS	Component
(E) study word meanings systematically such as across curricular content areas and through current events	N/A
<b>Reading: Comprehension</b>	
<b>10. The student comprehends selections using a variety of strategies.</b>	
(A) use his/her own knowledge and experience to comprehend	BC 4, pp. 51-59 TG 6, Lesson 5, pp. 40-41 TG 7, Lesson 11, pp. 24-25 BK 7, Lesson 7, p. 55 BK 8, Lesson 12, p. 97
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems	N/A
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by reading clues and asking questions	All reading selections from BC 1-4; BK 7-8
(D) describe mental images that text descriptions evoke	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 11, p. 89
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	All reading selections from BC 1-4; BK 7-8 BK 7, Lesson 12, p. 95
(F) determine a text's main (or major) ideas and how those ideas are supported with details	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 8, pp. 64-65; Lesson 13, pp. 104-105
(G) paraphrase and summarize text to recall, inform, and organize ideas	All reading selections from BC 1-4; BK 7-8
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience	All reading selections from BC 1-4; BK 7-8
(I) find similarities and differences across texts such as in treatment, scope, or organization	N/A
(J) distinguish fact and opinion in various texts	N/A
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer	BC 4, pp. 83-98 BK 7, Lesson 11, p. 87 BK 8, Lesson 13, pp. 104-105; Posttest, pp. 106-109
(L) represent text information in different ways such as in outline, timeline, or graphic organizer	BK 4, Lesson 5, pp. 34-36; 38-39 TG 8, Lesson 7, p. 47