



*Literacy and Intervention*

## COMMON CORE STATE STANDARDS

# Explode The Code<sup>®</sup>

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



**Grades K-4**



## Common Core State Standards

### Correlated to the Common Core State Standards for English Language Arts, K-4

The following pages contain references from components in *Explode The Code*<sup>®</sup> that align to the Common Core State Standards for English Language Arts in grades K-4. *Explode The Code* is a K-4 supplemental reading foundations program that focuses on building essential literacy skills through direct, targeted phonics instruction. As such, the program addresses the development of reading skills for literature, foundational skills and language. This correlation is intended to illustrate the program's approach to these strands in the CCSS for English Language Arts.

For the purposes of the K-4 correlations contained in this document, the following abbreviations apply:

CCSS = Common Core State Standards; TG = Teacher's Guide; SB = Student Book; BC: Beyond the Code; N/A = Not Applicable.

## **Explode The Code: Correlated to CCSS for English Language Arts in Kindergarten**

CCSS = Common Core State Standards; TG = Teacher’s Guide; SB = Student Book;  
BC: Beyond the Code; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
	<b>Key Ideas and Details</b>	
<b>RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	BC 1: pp. 8, 10, 18, 20, 29, 31, 40, 42, 50, 52, 61, 63, 73, 84, 86, 95, 97
<b>RL.K.2</b>	With prompting and support, retell familiar stories, including key details.	N/A
<b>RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.	BC 1: pp. 10, 20, 31, 42, 52, 63, 86, 97
	<b>Craft and Structure</b>	
<b>RL.K.4</b>	Ask and answer questions about unknown words in a text.	TG 1&2: pp. 9, 11, 13, 15, 19, 23, 44, 46, 50–51, 53 BC 1: pp. 10, 31, 42, 52
<b>RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems)	N/A
<b>RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	N/A
	<b>Integration of Knowledge and Ideas</b>	
<b>RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	BC 1: pp. 9, 19, 30, 41, 51, 62, 74, 85, 96
<b>RL.K.8</b>	(Not applicable to literature)	N/A
<b>RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	N/A

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
	<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	BC 1: All texts can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
	<b>Print Concepts</b>	
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.	TG ABC: Each lesson provides an opportunity for the teacher to remind students to track print from left to right. SB ABC: In order to complete each activity, students have to be able to follow words from left to right, top to bottom, and page by page. SB 1&2: In order to complete each activity, students have to be able to follow words from left to right, top to bottom, and page by page.
<b>RF.K.1</b>	b. Recognize that spoken words are represented in written language by specific sequences of letters.	N/A
<b>RF.K.1</b>	c. Understand that words are separated by spaces in print.	N/A
<b>RF.K.1</b>	d. Recognize and name all upper- and lowercase letters of the alphabet.	TG ABC: Instruction is provided on all upper and lowercase consonants, so students will be able to recognize and name each letter. SB ABC: By the end of Book C, students will have completed activities that require them to recognize and name all upper and lowercase consonants. TG 1&2: Instruction is provided on all upper and lowercase vowels, so students will be able to recognize, name, and write each letter. SB 1&2: Students will have completed activities that

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
		require them to recognize, name, and write all upper and lowercase letters.
<b>Phonological Awareness</b>		
<b>RF.K.2</b>	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  a. Recognize and produce rhyming words.	TG 1&2: pp. 11, 16, 21, 26, 53
<b>RF.K.2</b>	b. Count, pronounce, blend, and segment syllables in spoken words.	N/A
<b>RF.K.2</b>	c. Blend and segment onsets and rimes of single-syllable spoken words.	TG 1&2: p. 26, 35, 38, 40, 45, 47, 51, 53, 54, 56
<b>RF.K.2</b>	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	TG 1&2: pp. 7, 10, 12, 14, 16, 18, 20, 22, 25, 27, 29, 33, 38, 40, 43, 52
<b>RF.K.2</b>	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	TG 1&2: 35, 45, 54, 56
<b>Phonics and Word Recognition</b>		
<b>RF.K.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	TG ABC: Instruction is provided on all consonants, so students will be able to recognize and name each letter and say its sound. SB ABC: By the end of Book C, students will have completed activities that require them to recognize and name each consonant and say its sound. TG 1&2: All lessons require students to produce the most common sound of consonants; by the end of Book 2, students will have produced the sound of all consonants.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
		SB 1&2: Students must recognize and produce all consonant letter-sound correspondences in order to complete the activities. BC 1: pp. 1, 2, 12, 13, 23, 44, 55, 79, 88
RF.K.3	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	TG 1&2: All lessons in Book 1 provide instruction on short vowel sounds only. SB 1&2: All activities cover short vowel sounds only. BC 1: pp. 2, 23, 35, 45, 55, 67, 79, 89
RF.K.3	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i> ).	TG 1&2: pp. 8, 10, 21, 25, 29, 34, 36, 39, 41, 46, 48, 57 SB 1: pp. 8, 16, 24, 33, 40, 49, 55, 57, 66, 74, 83, 89, 90, 95, 96 SB 2: pp. 7, 8, 16, 17, 25, 26, 34, 35, 43, 44, 52, 53, 58, 66, 67, 75, 76, 84, 85, 90, 94 BC 1: pp. 5–7, 15–17, 25–28, 37–39, 47–49, 57–60, 69–72, 81–83, 91–94; other activity pages include sentences containing high-frequency words that must be read by students
RF.K.3	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	TG 1&2: pp. 13, 18, 20, 24, 30, 37, 50, 51, 53, 54, 55, 58 SB 1: pp. 2, 5, 6, 9, 11, 12, 15, 17, 19, 28, 36, 43, 60, 69, 78, 86 SB 2: pp. 2, 11, 20, 29, 38, 47, 61, 70, 79 BC 1: pp. 1, 12, 22, 34, 44, 54, 66, 78, 88
<b>Fluency</b>		
RF.K.4	Read emergent-reader texts with purpose and understanding.	TG 1&2: Each lesson has students reading texts with purpose and understanding. SB 1&2: Each activity provides an opportunity for students to read texts with purpose and understanding. BC 1: pp. 5–7, 15–17, 25–28, 37–39, 47–49, 57–60, 69–72, 81–83, 91–94

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	<b>Conventions of Standard English</b>	
<b>L.K.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">a. Print many upper- and lowercase letters.</p>	<p>TG ABC: Each lesson has students printing upper and lowercase letters.            SB ABC: Each activity requires students to print upper and lowercase letters.            TG 1&amp;2: Each lesson contains writing instruction that provides opportunities for students to print upper and lowercase letters.            SB 1&amp;2: There are multiple activities within each lesson that provide students with opportunities to print upper and lowercase letters.            BC 1: pp. 2, 4, 8, 10, 11, 13, 18, 20, 23, 29, 31, 32, 33, 35, 40, 42, 43, 45, 50, 52, 55, 61, 63, 65, 67, 73, 75, 76, 77, 79, 84, 86, 87, 89, 95, 97, 98</p>
<b>L.K.1</b>	b. Use frequently occurring nouns and verbs.	<p>TG 1&amp;2: Each lesson requires students to use phonemic awareness and phonics skills to decode frequently-occurring nouns and verbs.            SB 1&amp;2: There are multiple activities within each lesson that provide students with opportunities to use frequently-occurring nouns and verbs.            BC 1: pp. 5–7, 15–17, 25–28, 37–39, 47–49, 57–60, 69–72, 81–83, 91–94</p>
<b>L.K.1</b>	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	N/A
<b>L.K.1</b>	d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	BC 1: pp.10, 20, 31, 42, 52, 63, 75, 86, 97
<b>L.K.1</b>	e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).	<p>TG 1&amp;2: These words are taught as high-frequency (sight) words.            SB 1: pp. 8, 16, 24, 33, 40, 49, 57, 66, 74, 83, 89,</p>

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
		90, 95, 96 SB 2: pp. 8, 16, 17, 25, 26, 34, 35, 44, 52, 53, 58, 66, 67, 75, 76, 85, 90 BC 1: pp. 5–7, 15–17, 25–28, 37–39, 47–49, 57–60, 69–72, 81–83, 91–94
<b>L.K.1</b>	f. Produce and expand complete sentences in shared language activities.	TG 1&2: pp. 9, 11, 16, 17, 21, 26, 30, 49, 53
<b>L.K.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun <i>I</i> .	SB ABC: pp. A2, A14, A26, A40, A54, A66, B2, B16, B30, B42, B54, B68, C2, C16, C30, C44, C53, C64, C73, C83, C95 TG 1&2: pp. 17, 21, 26, 30, 47, 51, 53, 57 BC 1: pp. 4, 33, 65, 77
<b>L.K.2</b>	b. Recognize and name end punctuation.	TG 1&2: pp. 36, 44
<b>L.K.2</b>	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	TG ABC: Each lesson provides instruction that requires students to write the letters that stand for consonant sounds. SB ABC: There are a number of activities within each lesson in which students write letters that stand for consonant sounds. TG 1&2: Lessons 1–11 for Book 1 introduce short vowel sounds. Each of these lessons and all the lessons in Book 2 provide instruction in which students have to write the letters that stand for both vowel and consonant sounds. SB 1&2: The activities that correspond to each lesson provide multiple opportunities for students to write the letters that stand for both consonant and short vowel sounds. BC 1: All activities that require students to write an answer can be used to meet this standard.
<b>L.K.2</b>	d. Spell simple words phonetically, drawing	TG 1&2: pp. 9, 13, 16, 17, 20, 25, 28, 37, 43, 45, 47,



CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	on knowledge of sound-letter relationships.	49, 50, 52, 54 SB 1: pp. 9, 17, 25, 34, 41, 50, 58, 67, 75, 84, 91–92 SB 2: pp. 9, 18, 27, 36, 45, 54, 59, 68, 77, 86, 91 BC 1: All activities that require students to write an answer can be used to meet this standard.
	<b>Knowledge of Language</b>	
<b>L.K.3</b>	(begins in grade 2)	N/A
	<b>Vocabulary Acquisition and Use</b>	
<b>L.K.4</b>	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).	TG 1&2: pp. 9, 11, 19, 28, 29, 37, 39, 41, 46, 55, 57
<b>L.K.4</b>	b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	TG 1&2: pp. 15, 39, 44 BC 1: pp. 23, 44, 66, 78
<b>L.K.5</b>	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	TG 1&2: pp. 9, 13, 15, 19, 23, 28, 44, 53 BC 1: pp. 21, 64
<b>L.K.5</b>	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	TG 1&2: pp. 11, 15, 19, 28, 46 BC 1: pp. 33, 45, 77
<b>L.K.5</b>	c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).	N/A
<b>L.K.5</b>	d. Distinguish shades of meaning among verb describing the same general action (e.g.	N/A

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	<i>walk, march, strut, prance</i> ) by acting out their meanings.	
<b>L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	TG 1&2: All lessons can be used to meet this standard. BC 1: All activities can be used to meet this standard.

## **Explode The Code: Correlated to CCSS for English Language Arts in Grade 1**

CCSS = Common Core State Standards; TG = Teacher's Guide; SB = Student Book;  
BC: Beyond the Code; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>Key Ideas and Details</b>		
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	BC 1: pp. 8, 10, 18, 20, 29, 31, 40, 42, 50, 52, 61, 63, 73, 75, 84, 86, 95, 97
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	N/A
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	BC 1: pp. 10, 20, 31, 42, 52, 63, 75, 86, 97
<b>Craft and Structure</b>		
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	BC 1: All selections can be used to practice identifying words and phrases that suggest feelings or appeal to the senses.
<b>RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	N/A
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.	BC 1: All selections can be used to practice identifying who is telling the story at various points in a text.
<b>Integration of Knowledge and Ideas</b>		
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	BC 1: pp. 10, 20, 31, 42, 52, 63, 75, 86, 97
<b>RL.1.8</b>	(Not applicable to literature)	N/A
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	N/A

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
	<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.1.10</b>	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	BC 1: All selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
	<b>Print Concepts</b>	
<b>RF.1.1</b>	Demonstrate understanding of the organization and basic features of print: <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	TG 1&2: pp. 17, 21, 26, 30, 47, 51, 53, 57,
	<b>Phonological Awareness</b>	
<b>RF.1.2</b>	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes): <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ul>	TG 1&2: All lessons use short vowel sounds only.
<b>RF.1.2</b>	<ul style="list-style-type: none"> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	TG 1&2: pp. 7, 12, 18, 22, 25, 35, 41, 45, 49, 54, 56
<b>RF.1.2</b>	<ul style="list-style-type: none"> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ul>	TG 1&2: pp. 10, 16, 20, 25, 29, 38, 47
<b>RF.1.2</b>	<ul style="list-style-type: none"> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	TG 1&2: pp. 14, 27, 33, 43, 52
	<b>Phonics and Word Recognition</b>	
<b>RF.1.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences</li> </ul>	TG 1&2: (Does not occur until Book 3.) SB 1&2: (Does not occur until Book 3.) BC 1: (Does not occur until Book 3.)

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
	for common consonant digraphs.	
RF.1.3	b. Decode regularly spelled one-syllable words.	TG 1&2: All lessons provide students with opportunities to decode regularly spelled one-syllable words. SB 1&2: All activities contain multiple opportunities for students to decode regularly spelled one-syllable words. BC 1: All activities and selections can be used to meet this standard.
RF.1.3	c. Know final -e and common vowel team conventions for representing long vowel sounds.	TG 1&2: (Does not occur until Book 3.) SB 1&2: (Does not occur until Book 3.) BC 1: (Does not occur until Book 3.)
RF.1.3	e. Decode two-syllable words following basic patterns by breaking the words into syllables.	TG 1&2: (Does not occur until Book 4.) SB 1&2: (Does not occur until Book 4.) BC 1: (Does not occur until Book 4.)
RF.1.3	f. Read words with inflectional endings.	TG 1&2: (Does not occur until Book 4.) SB 1&2: (Does not occur until Book 4.) BC 1: (Does not occur until Book 4.)
RF.1.3	g. Recognize and read grade-appropriate irregularly spelled words.	TG 1&2: pp. 8, 10, 21, 25, 29, 34, 36, 46, 57 SB 1&2: Activities for each lesson include sentences in which students must recognize and read grade-appropriate irregularly spelled words. BC 1: pp. 2, 3, 13, 14, 23, 24, 33, 35, 36, 45, 46, 53, 55, 56, 65, 67, 68, 79, 80, 87, 89, 90
<b>Fluency</b>		
RF.1.4	Read with sufficient accuracy and fluency to support comprehension: a. Read on-level text with purpose and understanding.	TG 1&2: pp. 39, 42
RF.1.4	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TG 1&2: pp. 8, 10, 12, 17, 19, 21, 26, 27, 30, 34, 44, 46, 48, 50, 52, 54, 57

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG 1&2: pp. 15, 23

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	<b>Conventions of Standard English</b>	
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	N/A
L.1.1	b. Use common, proper, and possessive nouns.	TG 1&2: All types of nouns are used throughout the lessons. SB 1&2: Common nouns are used in each activity. BC 1: pp. 2, 3, 13, 14, 23, 24, 55, 67, 68, 79, 80, 89, 90
L.1.1	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	SB 1&2: All sentences in activities have matching nouns and verbs. BC 1: All sentences in activities have matching nouns and verbs.
L.1.1	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).	TG 1&2: Many of these words are taught as high-frequency words. SB 1&2: Not practiced separately, but are used in many activities. BC 1: pp. 35, 36, 55, 56, 89, 90
L.1.1	e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	TG 1&2: Not taught directly, but used throughout. SB 1&2: Not practiced intentionally, but used throughout. BC 1: pp. 2, 3, 13, 14, 23, 24, 35, 36, 45, 55, 56, 67, 68, 79, 80, 89, 90
L.1.1	f. Use frequently occurring adjectives.	TG 1&2: p. 11

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
		BC 1: pp. 13, 14, 23, 24, 35, 36, 45, 46, 67, 68, 89, 90
L.1.1	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).	TG 1&2: Many of these words are taught as high-frequency words. SB 1&2: Not practiced intentionally, but used throughout. BC 1: Not practiced intentionally, but used throughout.
L.1.1	h. Use determiners (e.g., articles, demonstratives).	TG 1&2: Many of these words are taught as high-frequency words. SB 1&2: Not practiced intentionally, but used throughout. BC 1: Not practiced intentionally, but used throughout.
L.1.1	i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).	TG 1&2: Many of these words are taught as high-frequency words. SB 1&2: Not practiced intentionally, but used throughout. BC 1: pp. 23, 24, 55, 56, 79, 80
L.1.1	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	TG 1&2: pp. 17, 21, 26, 34 BC 1: pp. 4, 33, 65, 77
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people.	N/A
L.1.2	b. Use end punctuation for sentences.	TG 1&2: pp. 17, 21, 26, 30, 47, 51, 53, 57 BC 1: pp. 4, 33, 65, 77
L.1.2	c. Use commas in dates and to separate single words in a series.	N/A
L.1.2	d. Use conventional spelling for words with	BC 1: pp. 2, 13, 23, 35, 45, 55, 67, 79, 89

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	common spelling patterns and for frequently occurring irregular words.	
L.1.2	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	BC 1: pp. 4, 8, 10, 11, 18, 20, 29, 31, 32, 33, 40, 42, 43, 50, 52, 61, 63, 65, 73, 75, 76, 77, 84, 86, 87, 95, 97, 98
	<b>Knowledge of Language</b>	
L.1.3	(begins in grade 2)	N/A
	<b>Vocabulary Acquisition and Use</b>	
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	TG 1&2: pp. 9, 13, 23, 28, 37, 39, 44, 50, 55, 57 BC 1: pp. 3, 14, 24, 36, 43, 46, 56, 68, 80, 90
L.1.4	b. Use frequently occurring affixes as a clue to the meaning of a word.	N/A
L.1.4	c. Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	BC 1: pp. 2, 3, 79, 80, 89
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	TG 1&2: pp. 9, 13, 15, 19, 23, 28, 44, 53 BC 1: pp. 21, 64
L.1.5	b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	TG 1&2: pp. 8, 15, 17, 19, 23, 27, 29, 36, 41, 50, 52, 54
L.1.5	c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	N/A
L.1.5	d. Distinguish shades of meaning among	N/A



CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	<p>verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	
<p><b>L.1.6</b></p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>TG 1&amp;2: All lessons can be used to meet this standard.            SB 1&amp;2: All activities can be used to meet this standard.            BC 1: All activities and selections can be used to meet this standard.</p>

## **Explode The Code: Correlated to CCSS for English Language Arts in Grade 2**

CCSS = Common Core State Standards; TG = Teacher's Guide; SB = Student Book;  
BC: Beyond the Code; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>Key Ideas and Details</b>		
<b>RL.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	BC 2: pp. 13, 28, 42, 57, 69, 82, 98
<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	N/A
<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	BC 2: pp. 13, 28, 42, 57, 69, 82, 98
<b>Craft and Structure</b>		
<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	N/A
<b>RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	N/A
<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	BC 2: pp. 12, 13, 27, 28, 41, 42, 56, 57, 68, 69, 81, 82, 97, 98
<b>RL.2.8</b>	(Not applicable to literature)	N/A
<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.2.10</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	BC 2: All selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
<b>Phonics and Word Recognition</b>		
<b>RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words: a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	TG 3&4: pp. 9, 11–12, 15 SB 3: Beginning on page 11, all of the activities provide practice in distinguishing long and short vowel sounds.  BC 2: All of the selections can be used to meet this standard.
<b>RF.2.3</b>	b. Know spelling-sound correspondences for additional common vowel teams.	TG 3&4: pp. 27, 29, 31, 33 SB 3: pp. 75–106 SB 4: pp. 75–90 BC 2: pp. 33–39, 45, 47–54, 61–66, 71, 73–79, 87–95
<b>RF.2.3</b>	c. Decode regularly spelled two-syllable words with long vowels.	TG 3&4: pp. 37, 45, 49, 53, 57 SB 4: pp. 1–16, 33–39, 43–50, 59–66, 75–82 BC 2: pp. 23, 25, 52, 64, 73, 74, 78, 79, 87, 90, 93, 95,
<b>RF.2.3</b>	d. Decode words with common prefixes and suffixes.	TG 3&4: pp. 39–40 SB 4: pp. 9–16 BC 2: pp. 15, 21
<b>RF.2.3</b>	e. Identify words with inconsistent but common spelling-sound correspondences.	N/A

<b>RF.2.3</b>	f. Recognize and read grade-appropriate irregularly spelled words.	TG 3&4: pp. 8, 10, 23, 25, 29, 33, 39, 41, 43, 51, 53, 55, 57 (sight words) SB 3&4: Activities for each lesson include sentences in which students must recognize and read grade-appropriate irregularly spelled words. BC 2: pp. 31, 32, 33–39, 45, 46, 58, 61–66, 73–79, 85, 86, 87–95
<b>Fluency</b>		
<b>RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension: a. Read on-level text with purpose and understanding.	TG 3&4: 42, 51
<b>RF.2.4</b>	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	TG 3&4: pp. 8, 10, 14, 16, 19, 21, 23, 25, 27, 32, 34, 38, 40, 46, 53, 56, 57
<b>RF.2.4</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG 3&4: pp. 42, 57

<b>CCSS REFERENCE</b>	<b>LANGUAGE</b>	<b>EXPLODE THE CODE</b>
<b>Conventions of Standard English</b>		
<b>L.2.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ).	TG 3&4: pp. 26, 33 SB 3: pp. 53, 61, 65, 66, 73, 83 SB 4: pp. 15, 23, 25, 26, 29, 30, 34, 60, 68, 71 BC 2: pp. 71, 72, 76
<b>L.2.1</b>	b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).	TG 3&4: pp. 26, 37 SB 3: pp. 38, 40, 41, 42, 49, 57, 58, 72, 73, 75, 76, 79, 80, 81, 82, 88, 89, 100, 104, 105 SB 4: pp. 31, 37, 60
<b>L.2.1</b>	c. Use reflexive pronouns (e.g., <i>myself</i> ,	SB 4: pp. 1, 37

	<i>ourselves</i> ).	BC 2: pp. 16, 19, 39, 43, 84, 87, 90, 93, 94, 95, 96
<b>L.2.1</b>	d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	TG 3&4: pp. 11, 12, 15, 21, 26, 28, 29, 30, 53 SB 3: pp. 1, 4, 12, 13, 14, 15, 18, 20, 21, 23, 26, 28, 29, 30, 31, 34, 37, 42, 50, 61, 68, 69, 73, 84, 92 SB 4: pp. 7, 22, 57 BC 2: pp. 2, 5–10, 11, 19–25, 26, 28, 40, 42, 44, 47–54, 55, 57, 61–66, 67, 69, 73–79, 80, 82, 87–95, 98
<b>L.2.1</b>	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	N/A
<b>L.2.1</b>	f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	TG 3&4: pp. 10, 15, 19, 21, 23, 32, 58
<b>L.2.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.	BC 2: p. 16
<b>L.2.2</b>	b. Use commas in greetings and closings of letters.	N/A
<b>L.2.2</b>	c. Use an apostrophe to form contractions and frequently occurring possessives.	BC 2: p. 85
<b>L.2.2</b>	d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	N/A
<b>L.2.2</b>	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	N/A
<b>Knowledge of Language</b>		
<b>L.2.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	N/A

	a. Compare formal and informal uses of English.	
	<b>Vocabulary Acquisition and Use</b>	
<b>L.2.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	TG 3&4: pp. 8, 10, 12, 14, 17, 19, 21, 23, 28, 30, 44, 50, 60 SB 3: There are multiple activities within each lesson that provide students with opportunities to use sentence-level context as a clue to meaning. SB 4: There are multiple activities within each lesson that provide students with opportunities to use sentence-level context as a clue to meaning. BC 2: pp. 4, 18, 32, 46, 60, 70, 72, 86
<b>L.2.4</b>	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	SB 4: pp. 30, 34, 38, 83, 84 BC 2: p. 15, pp. 21
<b>L.2.4</b>	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	TG 3&4: pp. 39–40 SB 3: Activities provide multiple opportunities to use known root words as a clue to the meaning of an unknown word with the same root. SB 4: pp. 9–16; Activities provide multiple opportunities to use known root words as a clue to the meaning of an unknown word with the same root. BC 2: pp. 10, 16, 31, 71, 72, 85, 86, 99
<b>L.2.4</b>	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i> ).	TG 3&4: pp. 37–38, 45–46 SB 3: N/A SB 4: pp. 1–8, 21, 23, 27, 31, 33, 34, 35, 36, 37, 38, 47, 49, 57, 63, 65, 73, 75, 76, 77, 78, 79, 80, 86, 87, 88, 89 BC 2: pp. 5, 8, 15, 21, 43, 52, 58, 70, 71, 72, 76, 84, 85, 86, 87, 88, 99
<b>L.2.4</b>	e. Use glossaries and beginning dictionaries,	N/A

	both print and digital, to determine or clarify the meaning of words and phrases.	
<b>L.2.5</b>	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	N/A
<b>L.2.5</b>	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	N/A
<b>L.2.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	TG 3&4: All lessons can be used to meet this standard. SB 3: All activities can be used to meet this standard. SB 4: All activities can be used to meet this standard. BC 2: All activities and selections can be used to meet this standard.

## **Explode The Code: Correlated to CCSS for English Language Arts in Grade 3**

CCSS = Common Core State Standards; TG = Teacher's Guide; SB = Student Book;  
BC: Beyond the Code; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>Key Ideas and Details</b>		
<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	BC 3: pp. 13, 15, 27, 29, 44, 46, 60, 62, 76, 78, 93, 95
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	N/A
<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	BC 3: pp. 15, 29, 46, 78
<b>Craft and Structure</b>		
<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	BC 3: pp. 32, 44, 64, 80
<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	N/A
<b>RL.3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	BC 3: pp. 14, 28, 45, 61, 77, 94
<b>RL.3.8</b>	(Not applicable to literature)	



CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	BC 3: All selections can be used to meet this standard.

CCSS REFERENCE	READING: FOUNDATIONAL SKILLS	EXPLODE THE CODE
<b>Phonics and Word Recognition</b>		
<b>RF.3.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words: a. Identify and know the meaning of the most common prefixes and derivational suffixes.	SB 5: pp. 4, 7, 12, 13, 21, 22, 23, 29, 30, 31, 37, 38, 39, 41, 42, 44, 45, 46, 53, 61, 69, 70, 77, 79, 85, 86 SB 6: pp. 4, 5, 7, 13, 21, 29, 30, 31, 34, 37, 42, 44, 45, 46, 47, 52, 53, 54, 61, 62, 69, 76, 77, 78, 79, 84, 85, 87, 92, 93, 94, 95, 100, 101, 103, 109, 110, 111, 114, 116, 117, 119 BC 3: pp. 2, 38, 51, 76, 80, 81, 82
<b>RF.3.3.</b>	b. Decode words with common Latin suffixes.	SB 5: pp. 21, 55, 77 SB 6: pp. 85, 87, 109
<b>RF.3.3.</b>	c. Decode multisyllable words.	TG 5&6: pp. 7, 21, 23, 25, 27, 38 SB 5: All activities provide multiple opportunities for students to decode multisyllabic words. SB 6: All activities provide multiple opportunities for students to decode multisyllabic words. BC 3: All selections contain multisyllabic words that students must decode.
<b>RF.3.3.</b>	d. Read grade-appropriate irregularly spelled	TG 5&6: pp. 8, 10, 12, 13, 15, 18, 20, 22, 28, 32,

	words.	34, 36, 38, 45, 47, 49, 51, 53, 61 (sight words) SB 5&6: Activities for each lesson include sentences in which students must recognize and read grade-appropriate irregularly spelled words. BC 3: pp. 1, 2, 3, 4, 17, 19, 20, 27, 31, 33, 34, 44, 49, 50, 60, 64, 65, 66, 76, 80, 81, 82
<b>Fluency</b>		
<b>RF.3.4.</b>	Read with sufficient accuracy and fluency to support comprehension: a. Read on-level text with purpose and understanding.	TG 5&6: pp. 8, 28, 41 BC 3: All selections can be used to practice reading text for purpose and understanding.
<b>RF.3.4.</b>	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG 5&6: pp. 8, 10, 14, 16, 20, 24, 26, 28, 32, 34, 39, 41, 45, 49, 57, 61 BC 3: All selections can be used to practice reading with accuracy, appropriate rate, and expression.
<b>RF.3.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	BC 3: All selections can be used to practice using context to confirm or self-correct.

<b>CCSS REFERENCE</b>	<b>LANGUAGE</b>	<b>EXPLODE THE CODE</b>
<b>Conventions of Standard English</b>		
<b>L.3.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	N/A
<b>L.3.1</b>	b. Form and use regular and irregular plural nouns.	SB 5: pp. 21, 38, 41, 43, 45, 46, 54, 61, 62, 70, 77, 78, 85, 87 SB 6: pp. 1, 5, 13, 14, 15, 29, 37, 38, 47, 53, 61, 62, 77, 78, 102 BC 3: pp. 16, 19, 33, 63, 81, 96

L.3.1	c. Use abstract nouns (e.g., <i>childhood</i> ).	TG 5&6: p. 45, 47, 49 SB 5: pp. 35, 45, 77, 85 SB 6: pp. 45, 50, 58, 66, 109, 117 BC 3: pp. 29,65, 66, 76, 93
L.3.1	d. Form and use regular and irregular verbs.	All lessons and activities require students to write and use regular verbs. Following are instances when students are required to write and/or use irregular verbs: TG 5&6: pp. 13, 24, 32, 34, 44, 47, 51 SB 5: pp. 4, 6, 7, 15, 22, 23, 25, 26, 27, 29, 30, 31, 37, 39, 45, 59, 66, 71 SB 6: pp. 4, 15, 18, 23, 31, 33, 50, 52, 54, 55, 58, 63, 74, 79, 90, 94, 98, 102, 103, 105, 106, 107, 110, 111, 112, 116 BC 3: pp. 13, 17, 18, 27, 31, 33, 34, 37, 44, 76, 81, 82
L.3.1	e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.	TG 5&6: pp. 7–10 SB 5: All activities provide multiple opportunities for students to form and use simple verb tenses. SB 6: All activities provide multiple opportunities for students to form and use simple verb tenses. BC 3: The following pages provide students opportunities to form and use simple verb tenses in their responses: pp. 13, 15, 17, 27, 29, 46, 60, 62, 76, 78, 80, 93, 95
L.3.1	f. Ensure subject-verb and pronoun-antecedent agreement.	TG 5&6: All sentences in lessons and activities have subject-verb and pronoun-antecedent agreement. SB 5&6: All sentences in activities have subject-verb and pronoun-antecedent agreement. BC 3: All sentences in activities and selections have subject-verb and pronoun-antecedent agreement.
L.3.1	g. Form and use comparative and superlative	Choosing between comparative and superlative

	adjectives and adverbs, and choose between them depending on what is to be modified.	adjectives and adverbs is not provided; following are instances where comparative and superlative adjectives and adverbs are used: SB 5: pp. 5, 13, 20, 22, 23, 29, 30, 31, 36, 37, 38, 42, 44, 61, 69, 79, 83 SB 6: pp. 4, 22, 29, 31, 44, 45, 46, 47, 53, 58, 61, 69, 77, 79, 93, 100, 101, 111 BC 3: pp. 42, 43, 70, 75
<b>L.3.1</b>	h. Use coordinating and subordinating conjunctions.	TG 5&6: N/A SB 5&6: Most sentences within each activity use coordinating and subordinating conjunctions. BC 3: All selections and many activities use coordinating and subordinating conjunctions.
<b>L.3.1</b>	i. Produce simple, compound, and complex sentences.	TG 5&6: pp. 8, 10, 12, 14, 16, 24, 26, 28, 33, 37, 39, 41, 45, 47, 49, 54, 55, 57, 60, 62 BC 3: pp. 13, 15, 27, 29, 44, 46, 60, 62, 76, 78, 93, 95
<b>L.3.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	TG 5&6: p. 20
<b>L.3.2</b>	b. Use commas in addresses.	N/A
<b>L.3.2</b>	c. Use commas and quotation marks in dialogue.	TG 5&6: In Writing activities that require students to write a short story in response to a prompt, it is assumed that they will use commas and quotation marks if they write dialogue.
<b>L.3.2</b>	d. Form and use possessives.	TG 5&6: In Writing activities that require students to write a short story in response to a prompt, it is assumed that they will form and use possessives when appropriate. SB 5&6: N/A BC 3: When writing sentences that respond to questions about the selections, it is assumed that

		students will form and use possessives when appropriate.
<b>L.3.2</b>	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	TG 5&6: In Writing activities that require students to write a short story in response to a prompt, it is assumed that they will use conventional spellings and add appropriate suffixes to base words. SB 5&6: N/A BC 3: When writing sentences that respond to questions about the selections, it is assumed that students will use conventional spellings and add appropriate suffixes to base words.
<b>L.3.2</b>	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	TG 5&6: In Writing activities that require students to write a short story in response to a prompt, it is assumed that they will use spelling patterns and generalizations in writing words. BC 3: When writing sentences that respond to questions about the selections, it is assumed that students will use spelling patterns and generalizations in writing words
<b>L.3.2</b>	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	N/A
<b>Knowledge of Language</b>		
<b>L.3.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	TG 5&6: In Writing activities that require students to write a short story in response to a prompt, it is assumed that they will choose words and phrases for effect. N/A BC 3: When writing sentences that respond to questions about the selections, it is assumed that students will choose words and phrases for effect.
<b>L.3.3</b>	b. Recognize and observe differences between the conventions of spoken and written standard English.	N/A

Vocabulary Acquisition and Use		
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	TG 5&6: pp. 14, 18, 20, 22, 24, 26, 37, 39, 47, 51, 55, 57, 59 SB 5: There are multiple activities within each lesson that provide students with opportunities to use sentence-level context as a clue to meaning. SB 6: There are multiple activities within each lesson that provide students with opportunities to use sentence-level context as a clue to meaning. BC 3: pp. 2, 17, 32, 48, 64, 79, 80
L.3.4	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	TG 5&6: pp. 53 BC 3: pp. 2, 12, 18, 32, 38, 51, 64, 80
L.3.4	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	TG 5&6: pp. 53 SB 5: Activities provide multiple opportunities to use known root words as a clue to the meaning of an unknown word with the same root. SB 6: Activities provide multiple opportunities to use known root words as a clue to the meaning of an unknown word with the same root. BC 3: pp. 2, 18, 32, 41, 43, 64, 80
L.3.4	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	N/A
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	TG 5&6: pp. 51, 59 BC 3: pp. 32, 42, 64, 80
L.3.5	b. Identify real-life connections between words and their use (e.g., describe people	N/A

	who are <i>friendly</i> or <i>helpful</i> ).	
<b>L.3.5</b>	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).	N/A
<b>L.3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	TG 5&6: All lessons can be used to meet this standard. SB 5: All activities can be used to meet this standard. SB 6: All activities can be used to meet this standard. BC 3: All activities and selections can be used to meet this standard.

## **Explode The Code: Correlated to CCSS for English Language Arts in Grade 4**

CCSS = Common Core State Standards; TG = Teacher's Guide; SB = Student Book;  
BC: Beyond the Code; N/A = Not Applicable.

CCSS REFERENCE	READING: LITERATURE	EXPLODE THE CODE
<b>Key Ideas and Details</b>		
<b>RL.4.1.</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	BC 4: pp. 10, 12, 24, 26, 44, 46, 56, 58, 76, 78, 94, 96
<b>RL.4.2.</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	BC 4: p. 26
<b>RL.4.3.</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	BC 4: pp. 10, 12, 24, 26, 46, 56, 96
<b>Craft and Structure</b>		
<b>RL.4.4.</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	N/A
<b>RL.4.5.</b>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A
<b>RL.4.6.</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	N/A
<b>Integration of Knowledge and Ideas</b>		
<b>RL.4.7.</b>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific	N/A



	descriptions and directions in the text.	
<b>RL.4.8.</b>	(Not applicable to literature)	N/A
<b>RL.4.9.</b>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.4.10.</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	BC 4: All selections are stories and can be used to meet part of the standard.

<b>CCSS REFERENCE</b>	<b>READING: FOUNDATIONAL SKILLS</b>	<b>EXPLODE THE CODE</b>
<b>Phonics and Word Recognition</b>		
<b>RF.4.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words: a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TG 7&8: All lessons provide multiple opportunities for students to accurately read unfamiliar words in and out of context. SB 7&8: All activities provide multiple opportunities for students to accurately read unfamiliar words in and out of context. BC 4: All selections and activities can be used to meet this standard.
<b>Fluency</b>		
<b>RF.4.4.</b>	Read with sufficient accuracy and fluency to support comprehension: a. Read on-level text with purpose and understanding.	BC 4: All selections can be used to practice reading with purpose and understanding.
<b>RF.4.4.</b>	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG 7&8: pp. 10, 11, 18, 23, 30, 32, 40, 45, 47, 52, 58 BC 4: All selections can be used to practice reading

		with accuracy, appropriate rate, and expression.
<b>RF.4.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	BC 4: All selections can be used to practice confirming and self-correcting words.

CCSS REFERENCE	LANGUAGE	EXPLODE THE CODE
	<b>Conventions of Standard English</b>	
<b>L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	TG 7&8: pp. 21, 58 BC 4: pp. 15, 60, 97
<b>L.4.1</b>	b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.	N/A
<b>L.4.1</b>	c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	BC 4: pp. 10, 13, 34, 44, 46, 56, 58, 78, 94, 96, 97
<b>L.4.1</b>	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).	N/A
<b>L.4.1</b>	e. Form and use prepositional phrases.	BC 4: Students have opportunities to use prepositional phrases in all instances in which they have to write an answer to a question.
<b>L.4.1</b>	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	N/A
<b>L.4.1</b>	g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	BC 4: pp. 2, 3, 4, 48
<b>L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	BC 4: pp. 60, 81

	a. Use correct capitalization.	
L.4.2	b. Use commas and quotation marks to mark direct speech and quotations from a text.	N/A
L.4.2	c. Use a comma before a coordinating conjunction in a compound sentence.	N/A
L.4.2	d. Spell grade-appropriate words correctly, consulting references as needed.	TG 7&8: p. 32
<b>Knowledge of Language</b>		
L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	BC 4: Students have opportunities to choose words and phrases to convey ideas precisely in all instances in which they have to write an answer to a question.
L.4.3	b. Choose punctuation for effect.	N/A
	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	N/A
<b>Vocabulary Acquisition and Use</b>		
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	TG 7&8: pp. 8, 10, 15, 20, 21, 25, 27, 29, 30, 32, 39, 40, 44, 45–46, 51, 53, 55, 56, 58 SB 7&8: All lessons provide multiple opportunities for students to use context as a clue to a word or phrase's meaning. BC 4: pp. 2, 3, 14, 15, 32, 33, 48, 49, 64, 65, 80, 81
L.4.4	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	TG 7&8: pp. 11, 37, 38, 39, 43, 44, 58 SB 7: pp. 97, 99, 100, 101, 102, 103 SB 8: p. 10, 18, 22, 26, 28, 29, 50, 54, 58, 60, 66, 75, 76, 82, 83, 84, 86 BC 4: pp. 27, 48, 62, 64
L.4.4	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of	TG 7&8: pp. 32, 53 SB 7: pp. 3, 11, 19, 27, 35, 43, 51, 59, 67, 75, 83, 91, 99, 107, 115

	key words and phrases.	
<b>L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	SB 8: pp. 41, 57 BC 4: pp. 22, 71, 91
<b>L.4.5</b>	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG 7&8: pp. 38, 44 SB 7: pp. 31, 95, 119 SB 8: pp. 41, 57, 64, 81 BC 4: p. 85
<b>L.4.5</b>	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	TG 7&8: pp. 23, 36, 37, 44, 53 SB 7: pp. 31, 32, 120 SB 8: pp. 5, 37, 45, 69 BC 4: pp. 28, 61
<b>L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	SB 7: pp. 7, 15, 23, 31, 39, 47, 55, 63, 71, 79, 87, 95, 103, 111, 119 SB 8: pp. 9, 17, 25, 32, 41, 49, 57, 64, 73, 81, 89, 97, 104 BC 4: All selections can be used to meet this standard.