EPS ®

Literacy and Intervention

Explode The Code ®

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

Grades Pre-K – 4

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ORTON-GILLINGHAM
CG
BASED PROGRAM

Explode The Code®
Correlated to the
English-Language Arts Content Standards for California Public Schools

Grade K

The following pages contain examples from components in *Explode The Code* that align to the English-Language Arts Content Standards for California Public Schools. 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. All examples are taken from Level 1 unless specified.

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STANDARDS/EXPECTATIONS	Component
Standard 1 **Word Analysis, Fluency, and Systematic Vocabulary Development**	
Concepts About Print	
1.1 Identify the front cover, back cover, and title page of a book.	N/A
1.2 Follow words from left to right and from top to bottom on the printed page.	TG A, p. 9
1.3 Understand that printed materials provide information.	N/A
1.4 Recognize that sentences in print are made up of separate words.	N/A
1.5 Distinguish letters from words.	N/A
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	A, B, C
Phonemic Awareness	
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].	TG 1, Lesson 2, p. 10

STANDARDS/EXPECTATIONS	Component
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated, e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	TG 2, Lesson 2, p. 35
1.9 Blend vowel-consonant sounds orally to make words or syllables.	TG 1, Lesson 3, p. 12
1.10 Identify and produce rhyming words in response to an oral prompt.	TG 1, Lesson 2, p. 11
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	TG 1, Lesson 2, p. 10
1.12 Track auditorily each word in a sentence and each syllable in a word.	TG 4, Lesson 3, p. 41
1.13 Count the number of sounds in syllables and syllables in words.	TG 4, Lesson 5, p. 45
Decoding and Word Recognition	
1.14 Match all consonant and short-vowel sounds to appropriate letters.	A, B, C
1.15 Read simple one-syllable and high-frequency words (i.e., sight words).	TG 1, Lesson 2, p. 10; BK 1, Lesson 1, p. 8; BC 1, p. 3
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	TG 1, Lesson 2, p. 9; BK 1, Lesson 1, p. 2; BC 1, p. 1
Vocabulary and Concept Development	
1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	BC 1, p. 21
1.18 Describe common objects and events in both general and specific language.	N/A
Standard 2 Reading Comprehension	
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Use pictures and context to make predictions about story content.	All Beyond The Code selections can be used to practice making predictions.
2.3 Connect to life experiences the information and events in texts.	All Beyond The Code selections can be used to practice making connections.
2.4 Retell familiar stories.	N/A
2.5 Ask and answer questions about essential elements of a text.	All Beyond The Code selections can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
Standard 3 **Literary Response and Analysis**	
Narrative Analysis of Grade-Level Appropriate Text	
3.1 Distinguish fantasy from realistic text.	All Beyond The Code selections can be used to meet this standard.
3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	N/A
3.3 Identify characters, settings, and important events.	All Beyond The Code selections can be used to practice identifying characters, setting, and important events.

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Grade 1

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STANDARDS/EXPECTATIONS	Component
Standard 1 **Word Analysis, Fluency, and Systematic Vocabulary Development**	
Concepts About Print	
1.1 Match oral words to printed words.	N/A
1.2 Identify the title and author of a reading selection.	N/A
1.3 Identify letters, words, and sentences.	N/A
Phonemic Awareness	
1.4 Distinguish initial, medial, and final sounds in single-syllable words.	TG 1, Lesson 2, p. 10
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).	TG 3, Lesson 2, p. 9
1.6 Create and state a series of rhyming words, including consonant blends.	TG 1, Lesson 7, 21
1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).	TG 2, Lesson 2, p. 35
1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = *cat*; /f/l/a/t/ = *flat*).	TG 1, Lesson 3, p. 12
1.9 Segment single-syllable words into their components (e.g., cat = /c/a/t/; *splat* = /s/p/l/a/t/; *rich* = /r/i/ch/).	TG 1, Lesson 4, p. 14

STANDARDS/EXPECTATIONS	Component
Decoding and Word Recognition	
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	TG 2, Lesson 1, p. 33; BK 2, Lesson 1, p. 3; BC 1, p. 1
1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).	BC 1, p. 13; TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	TG 3, Lesson 5, p. 15; BC 1, p. 1; BK 3, Lesson 5, p. 36 (digraphs); BK 6, Lesson 1, p. 1; TG 6, Lesson 1, p. 31; BC 1, pp. 25–28 (r-controlled vowels)
1.13 Read compound words and contractions.	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 91 (compound words); BC 1, p. 22 (contractions)
1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, p. 5
1.15 Read common word families (e.g., *-ite, -ate*).	BC 1, p. 1; BK 1, Lesson 1, p. 4; TG 1, Lesson 1, p. 7
1.16 Read aloud with fluency in a manner that sounds like natural speech.	All Beyond The Code selections can be used to practice reading fluently.
Vocabulary and Concept Development	
1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	BC 1, p. 21
Standard 2 **Reading Comprehension**	
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Respond to *who, what, when, where*, and *how* questions.	All Beyond The Code selections can be used to meet this standard.
2.3 Follow one-step written instructions.	N/A
2.4 Use context to resolve ambiguities about word and sentence meanings.	All Beyond The Code selections can be used to meet this standard.
2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	All Beyond The Code selections can be used to meet this standard.
2.6 Relate prior knowledge to textual information.	All Beyond The Code selections can be used to meet this standard.
2.7 Retell the central ideas of simple expository or narrative passages.	All Beyond The Code selections can be used to meet this standard.

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Standard 1 **Word Analysis, Fluency, and Systematic Vocabulary Development**	
Decoding and Word Recognition	
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	BK 6, Lesson 11, p. 81; TG 6, Lesson 11, p. 52, BC 2, p. 87
1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per;* vowel-consonant/consonant-vowel = *sup/per*).	BK 4, Lesson 7, p. 44; TG 4, Lesson 7, p. 48; BC 1, p. 39
1.3 Decode two-syllable nonsense words and regular multisyllable words.	BC 1, p. 39; BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
1.4 Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).	BC 2, pp. 73–79
1.5 Identify and correctly use regular plurals (e.g., *-s, -es, -ies*) and irregular plurals (e.g., *fly/flies, wife/wives*).	BC 4, p. 29; WB 2½, Lesson 2, p. 17; TG 1, Lesson 8, p. 23
1.6 Read aloud fluently and accurately and with appropriate intonation and expression.	All selections in Beyond The Code can be used to practice reading fluently.
Vocabulary and Concept Development	
1.7 Understand and explain common antonyms and synonyms.	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 36; BC 2, pp. 5–10

STANDARDS/EXPECTATIONS	Component
1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-, un-, -ing, -ly*).	TG 4, Lesson 2, p. 40
1.10 Identify simple multiple-meaning words.	BK 1, Lesson 1, pp. 8–9; BC 1, p. 5
Standard 2 **Reading Comprehension**	
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 State the purpose in reading (i.e., tell what information is sought).	N/A
2.3 Use knowledge of the author's purpose(s) to comprehend informational text.	N/A
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).	All Beyond The Code selections can be used to meet this standard.
2.5 Restate facts and details in the text to clarify and organize ideas.	All Beyond The Code selections can be used to meet this standard.
2.6 Recognize cause-and-effect relationships in a text.	All Beyond The Code selections can be used to meet this standard.
2.7 Interpret information from diagrams, charts, and graphs.	N/A
2.8 Follow two-step written instructions.	N/A

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Grade 3

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STANDARDS	Component
Standard 1 **Word Analysis, Fluency, and Systematic Vocabulary Development**	
Decoding and Word Recognition	
1.1 Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.	TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, pp. 9-16 TG 6, Lesson 6, pp. 42-44 BK 6, Lesson 6, pp. 41-48
1.2 Decode regular multisyllabic words.	TG 4, Lesson 4, p. 43 BK 4, Lesson 11, pp. 75-76 BC 4, p. 62 TG 8, Lesson 8 – Fluency, p. 49 BK 8, Lesson 8, p. 59
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	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

STANDARDS	Component
Vocabulary and Concept Development	
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of 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
1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).	TG 6, Lesson 10 – Vocabulary, p. 51 TG 7, Lesson 10 – Vocabulary, p. 23
1.6 Use sentence and word context to find the meaning of unknown words.	TG 7, Lesson 8 – Comprehension, p. 20 TG 8, Lesson 10 – Comprehension, p. 53 BK 7, Lesson 14, p. 110 BK 8, Lesson 8, pp. 61; 64-65
1.7 Use a dictionary to learn the meaning and other features of unknown 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
1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words.	TG 4, Lesson 2, pp. 39-40 BK 4, Lesson 2, p. 9 TG 8, Lesson 8, pp. 48-49 BK 8, Lesson 8, pp. 64-65
Standard 2 **Reading Comprehension**	
Structural Features of Informational Materials	
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	N/A
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 67-78 BK 8, Lesson 11, p. 89

STANDARDS	Component
2.3 Demonstrate comprehension by identifying answers in the text.	All reading selections from BC 1-4; BK 7-8 BK 7, Lesson 2, p. 15 BC 4, pp. 51-58
2.4 Recall major points in the text and make and modify predictions about forthcoming information.	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.
2.5 Distinguish the main idea and supporting details in expository text.	BK 8, Lesson 8, pp. 64-65
2.6 Extract appropriate and significant information from the text, including problems and solutions.	All reading selections from BC 1-4; BK 7-8
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	N/A

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Grade 4

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STANDARDS	Component
Standard 1 **Word Analysis, Fluency, and Systematic Vocabulary Development**	
Word Recognition	
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	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
Vocabulary and Concept Development	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	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 TG 8, Lesson 2, p. 38; Lesson 10, pp. 50-52 BK 8, Lesson 5, p. 37; Lesson 9, p. 69
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	All reading selections from BC 1-4; BK 7-8 TG 8, Lesson 7, pp. 46-47 BK 8, Lesson 8, pp. 59 and 67
1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).	TG 8, Lesson 2 – Challenge, p. 39

STANDARDS	Component
1.5 Use a thesaurus to determine related words and concepts.	TG 7, Lesson 9, p. 21 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG 8, Lesson 9 – Comprehension, p. 51
1.6 Distinguish and interpret words with multiple meanings.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 6 – Challenge, p. 44 TG 8, Lesson 9, p. 51
<center>**Standard 2** **Reading Comprehension**</center>	
Structural Features of Informational Materials	
2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	N/A
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	All reading selections from BC 1-4; BK 7-8
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	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.
2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	N/A
2.5 Compare and contrast information on the same topic after reading several passages or articles.	N/A
2.6 Distinguish between cause and effect and between fact and opinion in expository text.	N/A
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	N/A