



Literacy and Intervention

DISTRICT OF COLUMBIA STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



Explode the Code®
Correlated to the
District of Columbia Standards and Learning Activities

Grade K

The following references are examples from components in *Explode the Code* that align to the District of Columbia Standards and Learning Activities. This correlation is intended to illustrate the program’s approach to these standards.

(TG = Teacher’s Guide; A, B, C = Primer; BC = Beyond the Code; WB = Workbook; N/A = Not Applicable)

STANDARDS/EXPECTATIONS	Component
Strand: Language Development	
Vocabulary and Concept Development	
K.LD-V.8. Determine what words mean from how they are used in a sentence, either heard or read.	WB 1, Lesson 1, p. 8; TG 1, Lesson 1, p. 8; BC 1, p. 10
K.LD-V.9. Sort common objects into basic categories (e.g., colors, shapes, foods).	BC 1, p. 3
K.LD-V.10. Describe common objects and events in both general and specific language.	TG A, p. 11; BC 1, p. 8
K.LD-V.11. Use language to express spatial (up, down) and temporal (before, after) relationships.	BC 1, p. 7
Strand: Beginning Reading	
Print Concepts	
K.BR-PC.1. Recognize that print represents spoken language and provides information or entertaining stories.	N/A
K.BR-PC.2. Hold a book right side up and turn pages in the correct direction and order.	N/A
K.BR-PC.3. Start at the top left of the printed page; track words from left to right, using return sweep; move from the top to the bottom of the page.	TG A, p. 9
K.BR-PC.4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.	N/A

STANDARDS/EXPECTATIONS	Component
K.BR-PC.5. Recognize that spoken words are represented in written language by specific sequences of letters.	N/A
K.BR-PC.6. Recognize that words are separated by spaces.	N/A
K.BR-PC.7. Recognize that sentences in print are made up of separate words.	N/A
K.BR-PC.8. Demonstrate the one-to-one correlation between a spoken word and a printed word.	N/A
K.BR-PC.9. Identify upper- and lower-case letters.	TG A, B, C; WB A, B, C
Phonemic Awareness	
K.BR-PA.10. Distinguish rhyming words from nonrhyming words spoken aloud.	TG 1, Lesson 2, p. 11
K.BR-PA.11. Orally produce rhyming words in response to spoken words.	TG 1, Lesson 2, p. 11
K.BR-PA.12. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ make “cat”).	TG 1, Lesson 3, 12
K.BR-PA.13. Use alliteration to orally produce groups of words that begin with the same initial consonant sound (e.g., baby boy bounces the ball).	TG 1 Lesson 2, p. 11
K.BR-PA.14. Blend two or three spoken syllables to say words.	TG 4, Lesson 4, p. 43
K.BR-PA.15. Blend spoken phonemes to form a single-syllable word (e.g. /m/ ... /a/ ... /n/ ... makes “man”).	TG 1, Lesson 3, p. 12
K.BR-PA.16. Distinguish between initial, medial, and final sounds in single-syllable words.	TG 1, Lesson 3, p. 12
K.BR-PA.17. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme.	N/A
Phonics	
K.BR-P.18. Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.	WB A, B, C
K.BR-P.19. Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.	WB A, B, C
K.BR-P.20. Use letter-sound matches to decode simple words in decodable text.	WB 1, Lesson 1, p. 2; TG 1, Lesson 1, p. 8; BC 1, p. 1

STANDARDS/EXPECTATIONS	Component
K.BR-P.21. Recognize that a new word is created when a specific letter is changed, added, or removed.	TG 1, Lesson 2, p. 10; WB C, p. 99
Strand: Literary Text	
Understanding Text	
K.LT-U.1. Make predictions about the characters or setting for a story using illustrations and titles.	All Beyond the Code selections can be used to practice making predictions.
K.LT-U.2. Retell story events in sequence.	BC 1, p. 53
K.LT-U.3. Ask and answer questions about the important characters, settings, and events.	All Beyond the Code selections can be used to practice asking and answering questions.
K.LT-U.4. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.	N/A

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Grade 1

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STANDARDS/EXPECTATIONS	Component
Strand: Language Development	
Vocabulary and Concept Development	
1.LD-V.7. Identify base words (look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	WB 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 4, p. 30
1.LD-V.8. Classify common words into conceptual categories (e.g., animals, foods, opposites).	BC 1, p. 21
1.LD-V.9. Recognize that some words, called compound words, are made up of two short words (e.g., sailboat, foot- ball, popcorn).	TG 4, Lesson 1, p. 37; WB 4, Lesson 1, p. 1
1.LD-V.10. Determine meanings of words by using a beginning dictionary.	N/A
Strand: Beginning Reading	
Print Concepts	
1.BR-PC.1. Understand that spoken words are represented in written English by sequences of letters.	TG A, p. 8
1.BR-PC.2. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	WB 1 ½, Lesson 1, p. 6; TG Book 1, Lesson 5, p. 17
1.BR-PC.3. Identify the author and title of a book, and use a book’s table of contents.	N/A
1.BR-PC.4. Know the order of the letters of the alphabet.	N/A
1.BR-PC.5. Match oral words to printed words.	TG 1, Lesson 2, p. 10

STANDARDS/EXPECTATIONS	Component
Phonemic Awareness	
1.BR-PA.6. Generate a series of original rhyming words, including consonant blends.	TG 1, Lesson 7, p. 21
1.BR-PA.7. Orally segment a multisyllabic word into its syllables.	TG 4, Lesson 3, p. 41
1.BR-PA.8. Recognize the new spoken word when a specified phoneme is added, changed, or removed.	TG 2, Lesson 2, p. 35
1.BR-PA.9. Distinguish between long- and short-vowel sounds in orally stated single-syllable words.	TG 3, Lesson 2, p. 9
1.BR-PA.10. Blend spoken phonemes with more than three sounds into one-syllable words, including consonant clusters and all speech sounds, including those represented by digraphs, such as /th/, /sh/, etc.	TG 2, Lesson 4, p. 41
1.BR-PA.11. Segment spoken phonemes contained in one-syllable words of two to five phonemes into individual phonemes.	TG 2, Lesson 1, p. 33
1.BR-PA.12. Blend isolated phonemes to form two-syllable words using vowel digraphs and vowel diphthongs.	N/A
Phonics	
1.BR-P.13. Decode regularly spelled one- and two-syllable words fluently in decodable text by applying the most common letter-sound correspondences, including the sounds represented by <ul style="list-style-type: none"> • single letters (consonants and vowels): • consonant blends (e.g., bl, st, tr), • consonant digraphs (e.g., th, sh, ck), and • vowel digraphs and diphthongs (e.g., ea, ie, ee). 	TG 1, Lesson 5, p. 17; WB 1, Lesson 1, p. 8; BC 1, p. 5
1.BR-P.14. Use knowledge of inflectional endings (e.g., <i>-s</i> , <i>-ed</i> , <i>-ing</i>) to identify base words.	TG 4, Lesson 2, p. 39; WB 4, Lesson 2, p. 9
1.BR-P.15. Read common abbreviations (e.g., Wed., Sept.) fluently.	BC 2, p. 76
1.BR-P.16. Use knowledge of base words to predict the meaning of compound words (e.g., football, popcorn, daydream).	TG 4, Lesson 1, p. 37; WB 4, Lesson 1, p. 1
1.BR-P.17. Read words with common spelling patterns (e.g., <i>-ite</i> , <i>-iate</i>) in decodable text.	WB 3, Lesson 2, p. 11; TG 3, Lesson 2, p. 9

STANDARDS/EXPECTATIONS	Component
1.BR-P.18. Recognize high-frequency words and irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	TG 1, Lesson 1, p. 8; WB 1, Lesson 1, p. 8
1.BR-P.19. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.	TG 4, Lesson 11, p. 57; WB 4, Lesson 11, p. 75; BC 2, p. 85
Fluency	
1.BR-F.20. Read aloud grade-appropriate text fluently, accurately, and with comprehension.	All selections in Beyond the Code can be used to practice reading fluently.
Strand: Literary Text	
Understanding Text	
1.LT-U.1. Make predictions about what will happen next in a story and explain why the predictions were or were not confirmed.	All Beyond the Code selections can be used to practice making and confirming predictions.
1.LT-U.2. Sequence a series of events in a literary selection heard or read.	BC 1, p. 53
Connections	
1.LT-C.3. Identify similarities and differences between the characters or events in stories by the same author.	N/A
Genre	
1.LT-G.4. Identify differences between fiction and nonfiction and determine whether a literary selection is realistic or a fantasy.	All Beyond the Code selections can be used to practice distinguishing between reality and fantasy.
Theme	
1.LT-T.5. Relate a theme in fiction to life experiences.	BC 1, p. 29
Fiction	
1.LT-F.6. Identify elements of plot, character, and setting in a favorite story.	BC 1, p. 10
Poetry	
1.LT-P.7. Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	BC 1, pp. 15–17
Style and Language	
1.LT-S.8. Identify words that the author selects in a literary selection to create a graphic visual experience.	BC 1, pp. 15–17

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Strand: Language Development	
Vocabulary and Concept Development	
2.LD-V.8. Identify and use prefixes and suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>-ful</i> , <i>-ly</i>) to determine the meaning of words.	WB 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
2.LD-V.9. Identify common antonyms and synonyms.	BC 1, p. 4; TG 1, Lesson 4, p. 15
2.LD-V.10. Determine the meaning of compound words using knowledge of the meaning of individual words. (e.g., <i>lunchtime</i> , <i>daydream</i> , <i>everyday</i>).	WB 4, Lesson 1, p. 1; BC 2, pp. 5–10
2.LD-V.11. Identify the relevant meaning for a word with multiple meanings, using its context (<i>saw/saw</i>).	BC 1, p. 5
2.LD-V.12. Determine meanings and uses of words (parts of speech) with the aid of a beginning dictionary.	N/A
Strand: Beginning Reading	
Print Concepts	
2.BR-PC.1. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).	WB 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
Phonemic Awareness	
2.BR-PA.2. Segment spoken phonemes in two-syllable words using manipulatives to mark each phoneme.	N/A

STANDARDS/EXPECTATIONS	Component
Phonics	
2.BR-P.3. Decode phonetically regular multisyllabic real and nonsense words fluently using letter-sound knowledge.	TG 4, Lesson 7, p. 49
2.BR-P.4. Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv = su/per, vc/cv = sup/per).	BC 2, p. 10; WB 4, Lesson 3, p. 17
2.BR-P.5. Apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs (e.g., <i>ng</i> in <i>sing</i>), and vowel digraphs and diphthongs (e.g., <i>ea</i> , <i>oy</i>).	WB 2, Lesson 1, p. 2; TG 2, Lesson 2, p. 37; BC 2, p. 5
2.BR-P.6. Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>man/men</i> , <i>sheep/sheep</i>) in context.	BC 4, p. 29; WB 2 ½, Lesson 2, p. 17; TG 1, Lesson 8, p. 23
2.BR-P.7. Identify the two words that make up a contraction and read common contractions accurately. (e.g., haven't, it's, aren't).	BC 1, p. 22
2.BR-P.8. Read common abbreviations (e.g., Mr., Mrs., Ave., Rd.) fluently.	BC 2, pp. 73–79
2.BR-P.9. Read accurately special vowel spellings and common word endings in decodable text.	WB 6, Lesson 6, p. 44; TG 6, Lesson 6, p. 43; BC 4, pp. 35–43
2.BR-P.10. Recognize common irregularly spelled words by sight (e.g., <i>have</i> , <i>said</i> , <i>where</i>).	TG 3, Lesson 8, p. 23; BC 1, p. 23; WB 3, Posttest, p. 110
2.BR-P.11. Know and use word families (e.g., - <i>ight</i> , - <i>ought</i>) to decode unknown words.	TG 6, Lesson 6, p. 43; WB 6, Lesson 6, p. 41; BC 4, pp. 35–43
Fluency	
2.BR-F.12. Read aloud grade-appropriate text fluently, accurately, and with comprehension.	All selections in Beyond the Code can be used to practice reading fluently.
Strand: Literary Text	
Understanding Text	
2.LT-U.1. Identify major and minor characters in several stories.	All selections in Beyond the Code can be used to practice identifying characters.
2.LT-U.2. Identify cause and effect of specific events in a biography.	N/A
Connections	
2.LT-C.3. Identify similarities and differences in the works of an illustrator or an author.	N/A

STANDARDS/EXPECTATIONS	Component
2.LT-C.4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	BC 2, pp. 5–10
Genre	
2.LT-G.5. Identify differences among the common forms of literature: poetry, drama, fiction, and nonfiction.	N/A
Theme	
2.LT-T.6. Identify the meaning of a favorite poem or story.	All selections in Beyond the Code can be used to practice identifying the meaning in a story.
Fiction	
2.LT-F.7. Describe the characters' traits in a story.	BC 2, pp. 5–10
Poetry	
2.LT-P.8. Identify rhythm, rhyme, assonance, and alliteration in poetry.	BC 1, pp. 15–17
2.LT-P.9. Identify the speaker of a poem.	BC 2, pp. 87–95
Drama	
2.LT-D.10. Identify the elements of dialogue and use them in informal plays.	N/A
Style and Language	
2.LT-S.11. Identify sensory details in literature and spoken language.	BC 1, pp. 15–17

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Grade 3

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STANDARDS/ACTIVITIES	Component
Strand: Language Development	
Vocabulary and Concept Development	
3.LD-V.8. Identify the meaning of common prefixes and suffixes (e.g., <i>un-</i> , <i>re-</i> , <i>in-</i> , <i>dis-</i> , <i>-ful</i> , <i>-ly</i> , <i>-less</i>), and know how they change the meaning of roots.	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37
3.LD-V.9. Identify roots of words (e.g., “graph” is a common root in <i>autograph</i> , <i>photograph</i> , <i>biography</i>).	BK 8, Lesson 4, pp. 26-27 TG 8, Lesson 13, pp. 57-58
3.LD-V.10. Identify playful uses of language (e.g., tongue twisters, riddles).	TG 7, Lesson 2, p. 10 – Fluency TG 7, Lesson 6, p. 17 – Challenge TG 7, Lesson 12, p. 27 - Comprehension
3.LD-V.11. Recognize that some words and phrases have both a literal and nonliteral meaning (e.g., <i>take steps</i>).	TG 8, Lesson 2, p. 38 – Figurative Language
3.LD-V.12. Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.	TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge TG 8, Lesson 9, p. 51 – Differentiating Instruction
3.LD-V.13. Determine meanings of words and alternate word choices using intermediate-level dictionaries and thesauri.	TG 5, Lesson 9, pp. 23-24 – Vocabulary BK 7, Lesson 6, p. 43

STANDARDS/ACTIVITIES	Component
Strand: Beginning Reading	
Phonics	
3.BR-P.1. Apply knowledge of basic syllabication rules when reading four- and five-syllable written words in decodable text.	BK 8, Lesson 13, pp. 104-105
3.BR-P.2. Apply knowledge of the following common spelling patterns to read words in decodable text that <ul style="list-style-type: none"> • drop the final “e” and add endings such as <i>-ing, -ed, or -able</i> (e.g., <i>use, using, used, usable</i>); • have final consonants that need to be doubled when adding an ending (e.g., <i>hop to hopping</i>); • require changing the final “y” to “i” (e.g., <i>baby to babies</i>); • end in <i>-tion, -sion</i> (e.g., <i>election, vision</i>); and • include common prefixes, suffixes, and roots. 	TG 8, Lesson 8, pp. 48-49 BK 7, Lesson 3, p. 21 BK 8, Lesson 7, p. 57 BK 8, Lesson 8, p. 59
3.BR-P.3. Identify the two words that make up regular and irregular contractions.	BC 3, pp. 5-12
3.BR-P.4. Use knowledge of word order (syntax) and context to confirm decoding.	All reading selection from BC 1-4; BK 7-8
Fluency	
3.BR-F.5. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.	TG 3, Lesson 5, p. 17 – Comprehension TG 3, Lesson 11, p. 30 – Fluency TG 5, Lesson 5, p. 16 – Fluency TG 6, Lesson 5, p. 41 – Fluency TG 6, Lesson 8, p. 47 – Fluency TG 6, Lesson 12, p. 55 – Fluency TG 7, Lesson 11, p. 25 – Fluency
Strand: Informational Text	
Expository Text	
3.IT-E.1. Identify the purpose or main point and supporting details in text.	N/A
3.IT-E.2. Identify the facts given in a text.	N/A
3.IT-E.3. Distinguish cause from effect.	N/A

STANDARDS/ACTIVITIES	Component
3.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.	N/A
3.IT-E.5. Form questions about text and locate facts in response to those questions.	N/A
Document and Procedural Text	
3.IT-DP.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	N/A
3.IT-DP.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	N/A
Strand: Literary Text	
Understanding Text	
3.LT-U.1. Identify chapter titles and illustrations as parts of a text that help the reader predict what will happen next in a story.	N/A
3.LT-U.2. Recognize dialect in conversational voices in stories when they are read aloud.	N/A
3.LT-U.3. Form questions about a text and locate facts/details to answer those questions.	BC 3, pp. 35-46 BC 4, pp. 67-78 BK 7, Lesson 8, p. 63 BK 8, Lesson 8, pp. 64-65
3.LT-U.4. Use story details and prior knowledge to understand ideas that are not directly stated in the text.	BC 3, pp. 51-62 BC 4, pp. 51-58
Connections	
3.LT-C.5. Compare (and contrast) literary elements (plots, settings, and characters) across stories.	N/A
Genre	
3.LT-G.6. Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	N/A
Theme	
3.LT-T.7. Identify themes as moral lessons in folktales and fables.	N/A

STANDARDS/ACTIVITIES	Component
Fiction	
3.LT-F.8. Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	All reading selections from BC 1-4; BK 7-8
3.LT-F.9. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.	BC 3, pp. 83-95 BC 4, pp. 17-26
3.LT-F.10. Identify who is telling the story or speaking in a poem.	N/A
3.LT-F.11. Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.	TG 3, Lesson 11, p. 30 – Fluency TG 5, Lesson 11, p. 27 TG 6, Lesson 6, p. 43 – Comprehension TG 6, Lesson 10, p. 51 – Comprehension
Drama	
3.LT-D.12. Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed.	TG 6, Lesson 8, p. 47 – Fluency TG 8, Lesson 11, p. 54 – Fluency TG 8, Lesson 12, p. 56 - Fluency
Style and Language	
3.LT-S.13. Identify sensory words.	TG 6, Lesson 4, p. 38 – Vocabulary TG 7, Lesson 8, p. 19 – Vocabulary
Traditional and Narrative Classical Literature	
3.LT-TN.14. Identify the adventures or exploits of a character type in traditional literature.	N/A
3.LT-TN.15. Identify natural events explained in origin myths.	N/A
3. LT-TN.16. Describe the events in well-known traditional narratives.	N/A

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Grade 4

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STANDARDS/EXPECTATIONS	Component
Strand: Language Development	
Vocabulary and Concept Development	
4.LD-V.9. Determine the effect of affixes on roots.	TG 4, Lesson 12, p. 59 TG 8, Lesson 1, pp. 36-37
4.LD-V.10. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words.	TG 6, Lesson 14, p. 60 – Writing BK 8, Lesson 4, pp. 26-27 TG 8, Lesson 13, pp. 57-58
4.LD-V.11. Identify and use playful language such as puns, jokes, and palindromes.	TG 7, Lesson 2, p. 10 – Fluency TG 7, Lesson 6, p. 17 – Challenge TG 7, Lesson 12, p. 27 - Comprehension
4.LD-V.12. Identify the meaning of figurative language and phrases.	TG 8, Lesson 2, p. 38 – Figurative Language
4.LD-V.13. Recognize and use words with multiple meanings (e.g., <i>sentence</i> , <i>school</i> , <i>hard</i>) and determine which meaning is intended from the context of the sentence.	TG 3, Lesson 10, p. 28 – Comprehension TG 6, Lesson 6, p. 44 – Challenge TG 8, Lesson 9, p. 51 – Differentiating Instruction
4.LD-V.14. Determine meanings and other features of words (e.g., pronunciation, syllabication, parts of speech) using intermediate-level dictionaries and thesauri.	BK 7, Lesson 9, p. 67 BK 8, Lesson 3, p. 19

STANDARDS/EXPECTATIONS	Component
Strand: Beginning Reading	
Fluency	
4.BR-F.1. Read aloud from familiar literary and informational text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	TG 3, Lesson 5, p. 17 – Comprehension TG 3, Lesson 11, p. 30 – Fluency TG 5, Lesson 5, p. 16 – Fluency TG 6, Lesson 5, p. 41 – Fluency TG 6, Lesson 8, p. 47 – Fluency TG 6, Lesson 12, p. 55 – Fluency TG 7, Lesson 11, p. 25 – Fluency
Strand: Informational Text	
Expository Text	
4.IT-E.1. Identify the purpose and main points of a text and summarize its supporting details.	N/A
4.IT-E.2. Distinguish fact from opinion.	N/A
4.IT-E.3. Identify cause-and-effect relationships stated and implied.	N/A
4.IT-E.4. Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).	N/A
4.IT-E.5. Ask questions and support answers by connecting prior knowledge with literal and inferential information found in texts.	N/A
Document and Procedural Text	
4.IT-DP.6. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	N/A
Argument and Persuasive Text	
4.IT-A.8. Identify what the author is arguing or trying to persuade the reader to think or do.	N/A
Strand: Literary Text	
Connection	
4.LT-C.1. Identify similarities and differences between the characters or events in a story and the experiences in an author's life.	N/A

STANDARDS/EXPECTATIONS	Component
Genre	
4.LT-G.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.	N/A
4.LT-G.3. Apply knowledge of different forms of literature as a strategy for reading and writing.	All reading selections from BC 1-4; BK 7-8 TG 8, Lesson 11, p. 55 – Writing
Theme	
4.LT-T.4. Compare the moral lessons of several fables.	N/A
Fiction	
4.LT-F.5. Explain how the plot, setting, or characters influence the events in a story, using evidence from the text.	All reading selections from BC 1-4; BK 7-8
4.LT-F.6. Describe a character’s traits, relationships, and feelings, using evidence from the text (e.g., thoughts, dialogue, actions).	BC 3, pp. 83-95 BC 4, pp. 17-26
Literary Nonfiction	
4.LT-LNF.7. Identify the differences in point of view between an autobiography and a biography.	N/A
Poetry	
4.LT-P.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmic patterns in a poetry selection.	N/A
4.LT-P.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).	N/A
Drama	
4.LT-D.10. Identify the structural elements particular to dramatic literature, such as scenes, acts, and a cast of characters.	TG 6, Lesson 8, p. 47 – Fluency TG 8, Lesson 11, p. 54 – Fluency TG 8, Lesson 12, p. 56 - Fluency
Style and Language	
4.LT-S.11. Identify sensory details and figurative language in a story or poem.	TG 8, Lesson 2, p. 38 – Figurative Language
Traditional Narrative and Classical Literature	
4.LT-TN.12. Identify phenomena explained in origin myths.	N/A
4.LT-TN.13. Identify significant characters and events in Greek, Roman, and Norse mythology that have influenced English vocabulary.	N/A