EPS

Literacy and Intervention

Explode The Code®

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

Grades Pre-K – 4

RTI
1 2 3

ORTON-GILLINGHAM
CG
BASED PROGRAM

Explode the Code®
Correlated to the
Massachusetts English Language Arts Curriculum Framework
June 2001

Grade K

The following pages contain examples from components in *Explode the Code* that align to the Massachusetts English Language Arts Curriculum Framework. This correlation is intended to illustrate the program's approach to these standards and to cite one or two examples of where a particular standard is met within the program. This is not a comprehensive list of every occurrence of a particular standard within *Explode the Code.* If this type of comprehensive document is what you require, please contact us at 800-435-7728 and ask to speak to a Product Manager. All examples are taken from Level 1 unless specified.

For purposes of this correlation, the following abbreviations apply: TG = Teacher's Guide; BC = Beyond the Code; BK = Book; N/A = Not Applicable.

STANDARDS/EXPECTATIONS	Component
Standard 4: Vocabulary and Concept Development	
4.1 Identify and sort common words into various classifications (colors, shapes, textures).	BC 1, p. 21
4.2 Describe common objects and events in general and specific language.	All selections in Beyond the Code can be used to meet this standard.
Standard 7: Beginning Reading	
7.1 Demonstrate understanding of the forms and functions of written English:	
• recognize that printed materials provide information or entertaining stories	N/A
• know how to handle a book and turn the pages	N/A
• identify the covers and title page of a book	N/A
• recognize that, in English, print moves left to right across the page and from top to bottom	TG A, p. 9
• identify upper- and lower-case letters	A, B, C
• recognize that written words are separated by spaces	N/A
• recognize that sentences in print are made up of separate words	N/A

STANDARDS/EXPECTATIONS	Component
7.2 Demonstrate orally that phonemes exist and that they can be isolated and manipulated:	
• understand that a sound is a phoneme, or one distinct sound	TG 1, Lesson 1, p. 7
• understand that words are made up of one or more syllables; For example, students clap syllables to represent syllables in words.	TG 4, Lesson 2, p. 39
• recognize and produce rhyming words; For example, students sing songs, recite nursery rhymes, and play • rhyming word games.	TG 1, Lesson 2, p. 11
• identify the initial, medial, and final sounds of a word	TG 1 Lesson 2, pp. 9–10
• blend sounds to make words	
7.3 Use letter-sound knowledge to identify unfamiliar words in print and gain meaning	
• know that there is a link between letters and sounds	A, B, C
• recognize letter-sound matches by naming and identifying each letter of the alphabet	A, B, C
• understand that written words are composed of letters that represent sounds	N/A
• use letter-sound matches to decode simple words	TG 1, Lesson 1, p. 7
Standard 8: Understanding a Text	
For imaginative/literary texts:	
8.1 Make predictions using prior knowledge, pictures, and text. For example, students and their teacher read together *Jump, Frog, Jump*, by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next.	All selections in Beyond the Code can be used to meet this standard.
8.2 Retell a main event from a story heard or read.	All selections in Beyond the Code can be used to meet this standard.
8.3 Ask questions about the important characters, settings, and events.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
Standard 9: Making Connections	
9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator. For example, students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.	All selections in Beyond the Code can be used to meet this standard.
9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).	All selections in Beyond the Code can be used to meet this standard.
Standard 10: Genre	
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature. (See Glossary for definitions.) For example, the teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss what they learned from each form of literature.	N/A
Standard 11: Theme	
11.1 Relate themes in works of fiction and nonfiction to personal experience. For example, students explore the theme, "A true friend helps us when we are in trouble" in poems, pictures, and stories, and compare their own experiences in original art and stories.	All selections in Beyond the Code can be used to meet this standard.
Standard 12: Fiction	
12.1 Identify the elements of plot, character, and setting in a favorite story.	All selections in Beyond the Code can be used to meet this standard.
Standard 14: Poetry	
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. For example, students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.	BC 1, pp. 15–17

STANDARDS/EXPECTATIONS	Component
Standard 15: Style and Language	
15.1 Identify the senses implied in words appealing to the senses in literature and spoken language. For example, students respond to a poem read aloud and decide what senses they use to understand images such as "The sky is wrinkled."	BC 1, pp. 15–17
Standard 16: Myth, Traditional Narrative, and Classical Literature	
6.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.	N/A
16.2 Retell or dramatize traditional literature.	N/A
16.3 Identify and predict recurring phrases (Once upon a time) in traditional literature.	N/A

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June 2001

Grades 1 & 2

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STANDARDS/EXPECTATIONS	Component
Standard 4: Vocabulary and Concept Development	
4.3 Identify and sort common words into conceptual categories (*opposites, living things*).	BC 1, p. 21
4.4 Identify base words (look) and their inflectional forms (*looks, looked, looking*).	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 5–7
4.5 Identify the relevant meaning for a word with multiple meanings using its context (*saw/saw*).	BC 1, p. 5
4.6 Identify common antonyms and synonyms.	BC 1, p. 33 (antonyms); BC 1, p. 4 (synonyms)
4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (*lunchtime, daydream, everyday*).	BK 4, Lesson 1, p. 1; TG 4, Lesson 1, p. 37; BC 1, p. 91
4.8 Determine meanings of words by using a beginning dictionary.	N/A
Standard 7: Beginning Reading	
7.4 Demonstrate understanding of the various features of written English:	
• know the order of the letters in the alphabet	A, B, C
• understand that spoken words are represented in written English by sequences of letters	N/A

STANDARDS/EXPECTATIONS	Component
• match oral words to printed words	N/A
• recognize that there are correct spellings for words	N/A
• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
• recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing)	WB 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
• identify the author and title of a book, and use a table of contents	N/A
7.5 Demonstrate orally that phonemes exist:	
• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words	BK 2, Lesson 1, p. 1; TG 2, Lesson 1, p. 33; BC 1, pp. 5–7 (blends)
• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, p. 5 (digraphs)
7.6 Recognize common irregularly spelled words by sight (have, said, where).	TG 1, Lesson 11, p. 29; BK 1, Lesson 11, p. 90; BC 1, pp. 25–28
7.7 Use letter-sound knowledge to decode written English:	
• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words	All selections in Beyond the Code can be used to meet this standard.
• read accurately many irregularly spelled words, special vowel spellings, and common word endings	All selections in Beyond the Code can be used to meet this standard.
• apply knowledge of letter patterns to identify syllables	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39
• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs	All selections in Beyond the Code can be used to meet this standard.
• know and use more difficult word families (-ought) and known words to decode unknown words	BK 7, Lesson 14, p. 105; TG 7, Lesson 14, p. 29; BC 4, pp. 67–75

STANDARDS/EXPECTATIONS	Component
• read words with several syllables	BC 4, p. 62; BK 4, Lesson 12, p. 85; TG 4, Lesson 12, p. 58
• read aloud with fluency and comprehension at grade level	All selections in Beyond the Code can be used to meet this standard.
Standard 8: Understanding a Text	
For imaginative/literary texts:	
8.6 Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.	All selections in Beyond the Code can be used to meet this standard.
8.7 Retell a story's beginning, middle, and end.	All selections in Beyond the Code can be used to meet this standard.
8.8 Distinguish cause from effect.	All selections in Beyond the Code can be used to meet this standard.
Standard 9: Making Connections	
9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.	All selections in Beyond the Code can be used to meet this standard.
9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).	N/A
Standard 10: Genre	
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.	N/A
Standard 11: Theme	
11.1 Relate themes in works of fiction and nonfiction to personal experience.	All selections in Beyond the Code can be used to meet this standard.
Standard 12: Fiction	
12.1 Identify the elements of plot, character, and setting in a favorite story.	All selections in Beyond the Code can be used to meet this standard.
Standard 14: Poetry	
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	BC 1, pp. 15–17

STANDARDS/EXPECTATIONS	Component
Standard 15: Style and Language	
15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.	BC 1, pp. 15–17
Standard 16: Myth, Traditional Narrative, and Classical Literature	
16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.	N/A
16.2 Retell or dramatize traditional literature.	N/A
16.3 Identify and predict recurring phrases (Once upon a time) in traditional literature.	N/A

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May 2004

Grade 3

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STANDARDS/EXPECTATIONS	Component
Standard 4: Vocabulary and Concept Development	
• Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes.	TG 4, Lesson 2, pp. 39-40; Lesson 4, p. 43 BK 4, Lesson 2, p. 9; Lesson 11, pp. 75-76 BC 4, p. 62 TG 8, Lesson 8, pp. 48-49 BK 8, Lesson 8, p. 59; pp. 64-65
• Recognize that prefixes can change the meanings of root words (for example, a*greeable/disagreeable, happy/unhappy, tell/retell*).	TG 4, Lesson 12, p. 59
• Identify roots of words (for example, -*graph* is a common root in *autograph, photograph, biography*).	TG 8, Lesson 1,pp. 36-37
• Recognize that many English words have Greek or Latin roots.	TG 8, Lesson 2 – Challenge, p. 39
• Recognize that some words and phrases have both a literal and a non-literal meaning (for example, *take steps*).	TG 6, Lesson 10, pp. 50-52 TG 8, Lesson 2, p. 38; Lesson 5, p. 44
• Identify playful uses of language (for example, riddles, crossword puzzles, tongue twisters).	TG 6, Lesson 14, pp. 59-60 TG 7, Lesson 2 – Fluency, p. 10; Lesson 6, p. 17; Lesson 9, p. 22; Lesson 12, p. 27
• Determine the meaning of unknown words by using their context.	All reading selections from BC 4; BK 7 and 8 BK 8, Lesson 6, p. 46

STANDARDS/EXPECTATIONS	Component
• Use the context of the sentence to determine the correct meaning of a word with multiple meanings.	All reading selections from BC 4; BK 7 and 8 TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 6 – Challenge, p. 44 TG 8, Lesson 9, p. 51
• Determine the meanings of words using a beginning dictionary.	TG 7, Lesson 9, p. 21 BK 7, Lesson 9, p. 67; Lesson 13, p. 107 TG Lesson 9 –Challenge, p. 51; Lesson 10, p. 53
• Identify and apply the meanings of the terms antonym, synonym, and homophone.	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 6, p. 45; Lesson 9, p. 69
Standard 8: Understanding a Text	
• Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.	N/A
• Identify sensory details in literature.	TG 8, Lesson 4, p. 42;Lesson 10, p. 52
• Identify the speaker of a poem or narrator of a story.	N/A
• Retell the events of a story in sequence.	All reading selections from BC 4; BK 7 and 8
• Identify narrative elements of character, setting, and plot.	All reading selections from BC 4; BK 7 and 8
• Form questions about a text and locate facts/details in order to answer those questions.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 51-58; pp. 67-78 BK 7, Lesson 2, p. 15 BK 8, Lesson 11, p. 89
• Distinguish cause from effect.	N/A
• Distinguish fact from fiction.	N/A
• Identify main ideas and supporting details.	BK 8, Lesson 8, pp. 64-65
Standard 10: Genre	

STANDARDS/EXPECTATIONS	Component
• Distinguish among forms of literature (for example, poetry, fiction, nonfiction, and drama).	All reading selections from BC 4; BK 7 and 8
Standard 11: Theme	
• Identify themes as lessons in stories, fables, and poems.	N/A
Standard 12: Fiction	
• Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	N/A
• Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.	All reading selections from BC 4; BK 7 and 8
Standard 14: Poetry	
• Identify poetic elements (for example, rhyme, rhythm, repetition, sensory images).	BC 2, pp. 87-95 TG 3, Lesson 11, p. 30; Lesson 12, p. 31 TG 5, Lesson 11, p. 27 TG 6, Lesson 6, p. 43; Lesson 10, p. 51
• Identify terminology for structural elements of poems (for example, that *stanza* and *verse* are both terms for groups of lines in poetry).	N/A
Standard 15: Style and Language	
• Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	TG 7, Lesson 10, pp. 50-52 BK 8, Lesson 12, p. 97 TG 8, Lesson 6, pp. 44-46
Standard 16: Myth, Traditional Narrative, and Classical Literature	
• Identify natural events explained in origin myths.	N/A
• Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology, and in other traditional literature.	N/A

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June 2001

Grade 4

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STANDARDS/EXPECTATIONS	Component
Standard 4: Vocabulary and Concept Development	
4.9 Identify the meaning of common prefixes (*un-, re-, dis-*).	TG 4, Lesson 12, p. 59
4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.	TG 8, Lesson 2 – Challenge, p. 39
4.11 Identify the meaning of common idioms and figurative phrases.	TG 8, Lesson 2 – Vocabulary, p. 38; Lesson 5 – Writing, p. 44
4.12 Identify playful uses of language (puns, jokes, palindromes).	TG 6, Lesson 14, pp. 59-60 TG 7, Lesson 2 – Fluency, p. 10; Lesson 6, p. 17; Lesson 9, p. 22; Lesson 12, p. 27
4.13 Determine the meaning of unknown words using their context.	All reading selections from BC 1-4; BK 7-8
4.14 Recognize and use words with multiple meanings (*sentence, school, hard*) and be able to determine which meaning is intended from the context of the sentence.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 6, Lesson 6 – Challenge, p. 44 TG 8, Lesson 9, p. 51
4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.	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

STANDARDS/EXPECTATIONS	Component
4.16　Identify and apply the meaning of the terms antonym, synonym, and homophone.	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 6, p. 45; Lesson 9, p. 69
Standard 7: Beginning Reading	
7.8　Use letter-sound knowledge to decode written English.	All lessons use letter-sound knowledge to decode written English.
7.9　Read grade-appropriate imaginative/literary and informational/expository text with comprehension.	All reading selections from BC 1–4; BK 7–8
7.10　Read aloud grade-appropriate imaginative/literary and informational/ expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.	TG 6, Lesson 5 – Fluency, p. 41 TG 7, Lesson 3 – Fluency, p. 11 TG 8, Lesson 6 – Fluency, p. 45
Standard 8: Understanding a Text	
For imaginative/literary texts:	
8.11　Identify and show the relevance of foreshadowing clues.	N/A
8.12　Identify sensory details and figurative language.	TG 8, Lesson 2, p. 38
8.13　Identify the speaker of a poem or story.	N/A
8.14　Make judgments about setting, characters, and events and support them with evidence from the text.	All reading selections from BC 1–4; BK 7–8
8.15　Locate facts that answer the reader's questions.	All reading selections from BC 1–4; BK 7–8 BC 4, p. 56
8.16　Distinguish cause from effect.	N/A
8.17　Distinguish fact from opinion or fiction.	N/A
8.18　Summarize main ideas and supporting details.	All reading selections from BC 1–4; BK 7–8
Standard 9: Making Connections	
9.3　Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.	N/A

STANDARDS/EXPECTATIONS	Component
Standard 10: Genre	
10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	All reading selections from BC 1-4; BK 7-8
Standard 11: Theme	
11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.	N/A
Standard 12: Fiction	
12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.	All reading selections from BC 1-4; BK 7-8 TG 6, Lesson 3 – Writing, p. 37
Standard 14: Poetry	
14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	BC 2, pp. 87-95 TG 3, Lesson 11, p. 30; Lesson 12, p. 31 TG 5, Lesson 11, p. 27 TG 6, Lesson 6, p. 43; Lesson 10, p. 51
Standard 15: Style and Language	
15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	TG 7, Lesson 10, pp. 50-52 BK 8, Lesson 12, p. 97 TG 8, Lesson 6, pp. 44-46
Standard 16: Myth, Traditional Narrative, and Classical Literature	
16.4 Identify phenomena explained in origin myths (Prometheus/fire; Pandora/evils).	N/A
16.5 Identify the adventures or exploits of a character type in traditional literature.	N/A
16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.	N/A