MAINE STATE STANDARDS

Explode The Code®

Break Through the Code
with Direct Phonics Instruction

Grades Pre-K – 4

RTI
1 2 3

ORTON-GILLINGHAM
CG
BASED PROGRAM

Grades K–2

The following pages contain examples from components in *Explode the Code* that align to the Maine English Language Arts Parameters for Essential Instruction. 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
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity.	All selections in Beyond the Code can be used to meet this standard.
b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings.	All selections in Beyond the Code can be used to meet this standard.
c. Demonstrate *phonemic awareness* and use *phonics* to decode new words.	All selections in Beyond the Code can be used to meet this standard.
d. Read fluently and accurately with appropriate pacing and expression.	All selections in Beyond the Code can be used to meet this standard.
e. Demonstrate comprehension by making logical predictions based on text or stating connections made.	All selections in Beyond the Code can be used to meet this standard.
A2 Literary Texts	
a. Identify and describe *settings* and *characters*.	All selections in Beyond the Code can be used to meet this standard.
b. Retell the sequence of events and include essential details.	All selections in Beyond the Code can be used to meet this standard.
c. Answer questions about information found directly in the text.	All selections in Beyond the Code can be used to meet this standard.
d. Read dramatic scripts with support.	N/A

STANDARDS/EXPECTATIONS	Component
e. Read a variety of poems with support.	N/A
A3 Informational Texts	
a. Ask and answer relevant questions.	N/A
b. Restate facts from the text.	N/A
c. Follow one-step and two-step written instructions.	N/A

Explode the Code®
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Grade 3

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STANDARDS/PARAMETERS	Component
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	BC 3, pp. 35-46 BK 7, Lesson 12, p. 103
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	TG 3, Lesson 8, p. 23 – Vocabulary and Comprehension TG 6, Lesson 3, pp. 36-37 – Differentiating Instruction
c. Determine the meaning of unknown words by using a variety of strategies including using the *context* of the text, word connections, and a dictionary.	TG 6, Lesson 10, p. 51 – Vocabulary and Comprehension TG 8, Lesson 9, p. 51 – Differentiating Instruction
d. Use *phonics* including *syllable types*, *word parts*, word families and common *prefixes* and *suffixes* to read fluently and build meaning as they read.	TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 4, p. 43
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 6, p. 43 - Fluency
f. Demonstrate comprehension of text(s) by stating connections or inferences made.	BC 4, pp. 17-28 BK 7, Lesson 7, p. 55
A2 Literary Texts	
a. Identify and describe what characters are like based on what they say or do and by how the author or illustrator portrays them.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 83-96 BK 8, Lesson 9, p. 73

STANDARDS/PARAMETERS	Component
b. Explain the basic *plots* of various texts (realistic fiction, historical fiction, classic fairy tales, myths, folktales, legends, or fables) by identifying the problem and solution in relation to the other story elements.	BK 7, Lesson 12, p. 95 BK 8, Lesson 8, pp. 64-65
c. Identify the speaker in a selection to aid comprehension.	TG 8, Lesson 11, p. 54
d. Identify and explain *literary devices*, including similes and exaggeration, to understand the text.	TG 6, Lesson 10, p. 51 – Similes TG 8, Lesson 2, p. 38 – Figurative Language TG 8, Lesson 5, p. 44 – Figure of Speech
e. Recognize *theme(s)* that are explicitly stated in text(s) to aid comprehension.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 51-58 BK 7, Lesson 6, p. 47
f. Explain how poems are different from other kinds of *fiction* and demonstrate understanding by stating what a poem is about.	TG 3, Lesson 11, p. 30 - Fluency
g. Identify the main purpose of a passage or a particular part of a passage to aid comprehension.	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 6, p. 49
A3 Informational Texts	
a. Generate questions, with support that can be answered using text *features* and information found within the text.	N/A
b. Use organizational *text features* including titles, tables of contents, chapter headings, a glossaries, an index, illustrations, and maps to locate information or to aid comprehension.	N/A
c. Identify answers in the text or important ideas to demonstrate understanding.	N/A
d. Make reasonable statements about text.	N/A
e. Follow simple written instructions.	N/A
f. Identify the main reason or purpose for a particular section of text to aid comprehension.	N/A

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Grade 4

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STANDARDS/PARAMETERS	Component
A. READING	
A1 Comprehension, Vocabulary, Alphabetics, Fluency	
a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).	BC 3, pp. 35-46 BK 7, Lesson 12, p. 103
b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.	TG 3, Lesson 8, p. 23 – Vocabulary and Comprehension TG 6, Lesson 3, pp. 36-37 – Differentiating Instruction
c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, *homophones*, and *homographs*.	TG 3, Lesson 7, p. 21 – Comprehension TG 4, Lesson 3, p. 42 – Antonyms TG 6, Lesson 6, p. 43 – Synonyms TG 6, Lesson 14, p. 60 - Homophones
d. Use *phonics* including *word parts* and common *root words* to read fluently and build meaning as they read.	TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 4, p. 43 TG 4, Lesson 12, p. 59
e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 6, p. 43 - Fluency
f. Demonstrate comprehension of text(s) by stating connections or inferences made and stating questions or conclusions that indicate deeper understanding(s).	BC 4, pp. 17-28 BK 7, Lesson 7, p. 55

STANDARDS/PARAMETERS	Component
A2 Literary Texts	
a. Use knowledge of the situation, setting, and a *character's* traits, motivations, and feelings to determine the causes for that *character's* actions.	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
b. Identify the main events of the *plot* including the cause and the effect of events on future actions and the major *theme(s).*	BK 7, Lesson 12, p. 95 BK 8, Lesson 8, pp. 64-65
c. Define "narrator" and identify the *narrator* or speaker in a selection or story to aid comprehension.	TG 8, Lesson 11, p. 54
d. Identify and describe the effect of common *literary devices* on the reader, including *figurative language* and *symbolism*, to understand the text.	TG 6, Lesson 10, p. 51 – Similes TG 8, Lesson 2, p. 38 – Figurative Language TG 8, Lesson 5, p. 44 – Figure of Speech
e. Explain *theme(s)* that are explicitly stated in text(s).	All reading selections from BC 1-4; BK 7-8 BC 4, pp. 51-58 BK 7, Lesson 6, p. 47
f. Identify *rhyme*, *rhythm*, *alliteration*, and *onomatopoeia* in *poetry* and use this knowledge to understand poems.	TG 3, Lesson 11, p. 30 – Fluency TG 5, Lesson 11, p. 27 TG 6, Lesson 6, p. 43
g. Identify the main purpose of a passage or particular parts of a passage to aid comprehension.	All reading selections from BC 1-4; BK 7-8 BK 8, Lesson 6, p. 49
A3 Informational Texts	
a. Create questions that can be answered by the text using *text features* and information found within the text.	N/A
b. Use organizational *text features* including headings and sub-headings, bullets, bold-face fonts, illustrations, maps, and charts to locate information or to aid comprehension.	N/A
c. Identify the *main idea(s)* of and details from the text which support the main idea(s) succinctly stating this information.	N/A
d. Draw conclusions about information from text.	N/A
e. Follow multi-step written instructions with four or more steps.	N/A
f. Identify the main purpose of a text, particular paragraphs, or a section of the text to aid comprehension.	N/A