MICHIGAN STATE STANDARDS

Explode The Code®

Break Through the Code
with Direct Phonics Instruction

Grades Pre-K – 4

RTI
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ORTON-GILLINGHAM
CG
BASED PROGRAM

Explode the Code®
Correlated to the
Michigan English Language Arts Grade Level Content Expectations

Grade K

The following pages contain examples from components in *Explode the Code* that align to the xx State English Language Arts Standards and Expectations. 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
Strand 1: READING **Word Recognition and Word Study**	
Phonemic Awareness	
R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	TG 1, Lesson 1, p. 7
R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.	N/A
Phonics	
R.WS.00.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	A, B, C
R.WS.00.04 use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.	BK 1, Lesson 1, p. 2; TG 1, Lesson 1, p. 7; BC 1, p. 1
Word Recognition	
R.WS.00.05 automatically recognize a small number (about 18) of frequently encountered, personally meaningful words in print.	All selections in Beyond the Code can be used to meet this standard.
R.WS.00.06 make progress in automatically recognizing a few of the 220 Dolch basic sight words.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R.WS.00.07 follow familiar written text while pointing to matching words.	All selections in Beyond the Code can be used to meet this standard.
R.WS.00.08 narrow possibilities in predicting words using initial letters/sounds (phonics), patterns of language (syntactic), and picture clues (semantic).	All selections in Beyond the Code can be used to meet this standard.
R.WS.00.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections in Beyond the Code can be used to meet this standard.
Vocabulary	
R.WS.00.10 in context, determine the meaning of a few words, familiar and repeated phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including picture clues, prediction, and other people.	All selections in Beyond the Code can be used to meet this standard.
Fluency	
R.FL.00.01 automatically apply the following aspects of fluency: naming of letters, association of letters and their sounds, recognition of a few words both when encountered in context and isolation, and demonstrating understanding of concepts of print.	All selections in Beyond the Code can be used to meet this standard.
Narrative Text	
R.NT.00.01 become familiar with classic, multicultural, and contemporary literature recognized for quality and literary merit that represents our common heritage as well as cultures from around the world.	N/A
R.NT.00.02 identify the basic form and purpose of a variety of narrative genre including stories, nursery rhymes, poetry, and songs.	N/A
R.NT.00.03 discuss setting, characters, and events in narrative text.	All selections in Beyond the Code can be used to meet this standard.
R.NT.00.04 identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters.	All selections in Beyond the Code can be used to meet this standard.
R.NT.00.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make meaning, and make connections.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
Comprehension	
R.CM.00.01 begin to make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.	All selections in Beyond the Code can be used to meet this standard.
R.CM.00.02 retell up to three events from familiar text using their own words or phrasing.	All selections in Beyond the Code can be used to meet this standard.
R.CM.00.03 begin to make connections across texts by making meaningful predictions based on illustrations or portions of texts.	All selections in Beyond the Code can be used to meet this standard.
R.CM.00.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A

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Grade 1

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STANDARDS/EXPECTATIONS	Component
Strand 1: READING **Word Recognition and Word Study**	
Phonemic Awareness	
R.WS.01.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	TG 1, Lesson 1, p. 7
R.WS.01.02 recognize that words are composed of sounds blended together and carry meaning.	N/A
Phonics	
R.WS.01.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	A, B, C
R.WS.01.04 use structural cues to recognize one-syllable words, blends, and consonant digraphs including: letter-sound, onset and rimes, whole word chunks, word families, digraphs *th, ch, sh.*	BK 3, Lesson 5, p. 36; TG 3, Lesson 5, p. 15; BC 1, pp. 47–49 (digraphs)
Word Recognition	
R.WS.01.05 automatically recognize frequently encountered words in and out of context with the number of words that can be read fluently increasing steadily across the school year.	All selections in Beyond the Code can be used to meet this standard.
R.WS.01.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R.WS.01.07 use strategies to identify unknown words and construct meaning by using initial letters/sounds (phonics), patterns of language (syntactic), picture clues (semantic), and applying context clues to select between alternative meanings.	All selections in Beyond the Code can be used to meet this standard.
R.WS.01.08 use syntactic and semantic cues including picture clues, word chunks, and the structure of book language to determine the meaning of words in grade-appropriate texts.	All selections in Beyond the Code can be used to meet this standard.
R.WS.01.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections in Beyond the Code can be used to meet this standard.
Vocabulary	
R.WS.01.10 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.	All selections in Beyond the Code can be used to meet this standard.
Fluency	
R.FL.01.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	All selections in Beyond the Code can be used to meet this standard.
R.FL.01.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.	All selections in Beyond the Code can be used to meet this standard.
R.FL.01.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	All selections in Beyond the Code can be used to meet this standard.
Narrative Text	
R.NT.01.01 recognize how various cultures and our common heritage are represented in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	N/A
R.NT.01.02 identify and describe the basic form and purpose of a variety of narrative genre including realistic fiction, fantasy, and folktales.	N/A
R.NT.01.03 identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R.NT.01.04 identify how authors/ illustrators use literary devices including illustrations to support story elements and transitional words including *before, after, now*, and *finally*, to indicate a sequence of events and sense of story.	BC 1, pp. 57–60
R.NT.01.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	All selections in Beyond the Code can be used to meet this standard.
Comprehension	
R.CM.01.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge and connecting personal knowledge and experience to ideas in text through oral and written responses.	All selections in Beyond the Code can be used to meet this standard.
R.CM.01.02 retell in sequence up to three important ideas and details of familiar simple oral and written text.	All selections in Beyond the Code can be used to meet this standard.
R.CM.01.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.	All selections in Beyond the Code can be used to meet this standard.
R.CM.01.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Strand 1: READING **Word Recognition and Word Study**	
Phonemic Awareness	
R.WS.02.01 demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.	TG 1, Lesson 1, p. 7
R.WS.02.02 recognize that words are composed of sounds blended together and carry meaning.	N/A
Phonics	
R.WS.02.03 understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.	A, B, C
R.WS.02.04 use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh, ph,* irregular vowels *ei, ie, ea, ue.*	BK 6, Lesson 14, p. 105; TG 6, Lesson 14, p. 58; BC 3, pp. 21–26 (irregular vowels)
Word Recognition	
R.WS.02.05 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R.WS.02.06 make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.	All selections in Beyond the Code can be used to meet this standard.
R.WS.02.07 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	All selections in Beyond the Code can be used to meet this standard.
R.WS.02.08 use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.	All selections in Beyond the Code can be used to meet this standard.
R.WS.02.09 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All selections in Beyond the Code can be used to meet this standard.
R.WS.02.10 use syntactic and semantic cues including reading context; picture clues; prefixes *re-, un-*; and suffixes *-s, -ed, -ing* to determine the meaning of words in grade-appropriate texts.	BK 4, Lesson 1, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 15–17
Vocabulary	
R.WS.02.11 in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.	All selections in Beyond the Code can be used to meet this standard.
Fluency	
R.FL.02.01 automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.	All selections in Beyond the Code can be used to meet this standard.
R.FL.02.02 use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.	All selections in Beyond the Code can be used to meet this standard.
R.FL.02.03 read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.	All selections in Beyond the Code can be used to meet this standard.
Narrative Text	
R.NT.02.01 describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R.NT.02.02 identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.	N/A
R.NT.02.03 identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.	All selections in Beyond the Code can be used to meet this standard.
R.NT.02.04 identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.	BC 2, p. 8
R.NT.02.05 respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.	All selections in Beyond the Code can be used to meet this standard.
Comprehension	
R.CM.02.01 make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.	All selections in Beyond the Code can be used to meet this standard.
R.CM.02.02 retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.	All selections in Beyond the Code can be used to meet this standard.
R.CM.02.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.	All selections in Beyond the Code can be used to meet this standard.
R.CM.02.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A

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Grade 3

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STANDARDS/EXPECTATIONS	Component
Strand 1: READING **Word Recognition and Word Study**	
Word Recognition	
R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently, increasing steadily across the school year.	All reading selections from BC 1-4 and BK 7 and 8 New high frequency words, vocabulary and sight words are introduced in each lesson for all levels. TG 3, Lesson 11 – Vocabulary, p. 29 TG 6, Lesson 2 – Vocabulary, p. 34 TG 7, Lesson 10 – Vocabulary, p. 23
R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	TG 3, Lesson 7, p. 21 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
R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All reading selections from BC 1-4 and BK 7 and 8

STANDARDS/EXPECTATIONS	Component
R.WS.03.04 automatically recognize the 220 Dolch basic sight words and 95 common nouns.	All reading selections from BC 1-4 and BK 7 and 8 BK 3-8 (Word lists on inside back cover) New high frequency words, vocabulary and sight words are introduced in each lesson for all levels. TG 3, Lesson 11 – Vocabulary, p. 29 TG 6, Lesson 2 – Vocabulary, p. 34 TG 7, Lesson 10 – Vocabulary, p. 23
R.WS.03.05 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.	All word lists included in the *Explode the Code* materials ca be used to check student knowledge of Dolch First 1000 Words.
R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.	All reading selections from BC 1-4 and BK 7 and 8 TG 5, Lesson 7 – Comprehension, p. 20 TG 7, Lesson 14 – Comprehension, p. 30
Fluency	
R.WS.03.07 apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.	All reading selections from BC 1-4 and BK 7 and 8 TG 4, Lesson 9, p. 53; Lesson 11, p. 57 TG 6, Lesson 14 – Fluency, p. 59 TG 8, Lesson 3, p. 40; Lesson 4, p. 42
Vocabulary	
R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.	TG 3, Lesson 7, p. 21; Lesson 10, p. 28 TG 4, Lesson 10, p. 56 TG 6, Lesson 1, p. 32 TG 7, Lesson 10. p. 23 TG 8, Lesson 5, p. 37; Lesson 9, p. 69 BC 4, pp. 44-61
Narrative Text	
R.NT.03.01 explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.	All reading selections from BC 1-4 and BK 7 and 8

STANDARDS/EXPECTATIONS	Component
R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 TG 7, Lesson 12 – Challenge, p. 27 TG 8, Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12, p. 56 BK 8, Lesson 5, p. 41
R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).	All reading selections from BC 1-4 and BK 7 and 8 BK 8, Lesson 8, pp. 64-65; Lesson 12, p. 97
R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.	All reading selections from BC 1-4 and BK 7 and 8 BK 7, Posttest, p. 124 BK 8, Lesson 11, p. 89
Comprehension	
R.CM.03.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	BK 8, Lesson 9, p. 73; Lesson 12, p. 97
R.CM.03.02 retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	All reading selections from BC 1-4 and BK 7 and 8
R.CM.03.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.	N/A
R.CM.03.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A

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Grade 4

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STANDARDS/EXPECTATIONS	Component
Strand 1: READING **Word Recognition and Word Study**	
Word Recognition	
R.WS.04.01 explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.	TG 7, Lesson 12, pp. 26-27 TG 8, Lesson 7, pp. 46-47 BK 7, Lesson 10, p. 75 BK 8, Lesson 10, p. 76
R.WS.04.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.	TG 3, Lesson 7, p. 21 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 TG 7, Lesson 9, pp. 20-21 BK 7, Lesson 9, p. 67; Lesson 12, p. 91 TG 8, Lesson 8 – Fluency, p. 49; Lesson 9, p. 51 BK 8, Lesson 8, p. 59
R.WS.04.03 automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	All reading selections from BC 1-4 and BK 7 and 8

STANDARDS/EXPECTATIONS	Component
R.WS.04.04 know the meanings of words encountered frequently in grade-level reading and oral language contexts.	All reading selections from BC 1-4 and BK 7 and 8 TG 5, Lesson 7 – Comprehension, p. 20 TG 7, Lesson 14 – Comprehension, p. 30
R.WS.04.05 acquire and apply strategies to identify unknown words or word parts; self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.	All reading selections from BC 1-4 and BK 7 and 8 BK 7, Lesson 11, p. 85 BK 8, Lesson 12, p. 93 TG 8, Lesson 10 – Challenge, p. 51
Fluency	
R.WS.04.06 fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	All reading selections from BC 1-4 and BK 7 and 8
Vocabulary	
R.WS.04.07 in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.	TG 6, Lesson 10, pp. 51-52 TG 8, Lesson 2, p. 38
Narrative Text	
R.NT.04.01 describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.	N/A
R.NT.04.02 identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.	TG 3, Lesson 10, p. 27 TG 4, Lesson 11, p. 30 TG 6, Lesson 10, pp. 51-52 TG 7, Lesson 12 – Challenge, p. 27 BK 7, Lesson 12, p. 95 TG 8, Lesson 10, p. 52; Lesson 11, p. 54; Lesson 12, p. 56 BK 8, Lesson 5, p. 41
R.NT.04.03 analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.	All reading selections from BC 1-4 and BK 7 and 8 BK 7, Posttest, p. 124 TG 8, Lesson 11 – Fluency, p. 54

STANDARDS/EXPECTATIONS	Component
R.NT.04.04 explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.	N/A
Comprehension	
R.CM.04.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	TG 7, Lesson 12, p. 27 TG 8, Lesson 11, p. 55
R.CM.04.02 retell through concise summarization grade-level narrative and informational text.	All reading selections from BC 1-4 and BK 7 and 8
R.CM.04.03 explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.	N/A
R.CM.04.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	N/A