



Literacy and Intervention

NEW HAMPSHIRE STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



Explode the Code®
Correlated to the
New Hampshire Curriculum Framework

Grade K

The following pages contain examples from components in *Explode the Code* that align to the New Hampshire 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.

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STANDARDS/EXPECTATIONS	Component
Early Reading Strategies	
R-K-9 Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
9.1 Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	TG 4, Lesson 2, p. 39
9.3 Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop’)	TG 2, Lesson 2, p. 10
9.5 Recognizing pairs of rhyming words	TG 2, Lesson 2, p. 11
R-K-10 Demonstrates understanding of concepts of print during shared or individual reading by...	
10.1 Distinguishing between printed letters and words	N/A
10.2 Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality	TG A, p. 9
10.3 Identifying the first and last parts of a word (beginning/end of the word)	TG 1, Lesson 2, p. 10; BK 1, Lesson 2, p. 13
10.4 Identifying key parts of a book: front and back, print, illustrations	N/A
Word Identification Skills and Strategies	
R-K-1 Applies word identification and decoding strategies (leading to automaticity) by ...	
1.1 Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds	TG 1, Lesson 1, p. 7

STANDARDS/EXPECTATIONS	Component
1.4 Reading high frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences)	TG 1, Lesson 1, p. 8
1.5 Recognizing and naming all upper and lower case letters	A, B, C
1.6 Identifying the primary sounds represented by most letters (sound-symbol correspondence)	A, B, C
Vocabulary Strategies	
R-K-2 Students identify the meaning of unfamiliar vocabulary by...	
2.1 Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)	All selections in Beyond the Code can be used to meet this standard.
Breadth of Vocabulary	
R-K-3 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...	
3.1 Identifying synonyms and antonyms (e.g., big/large; hot/ cold) to connect new words to known words	BC 1, p. 4 (synonyms); BC 1, p. 33 (antonyms)
3.2 Demonstrating knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind)	BC 1, p. 55
3.3 Organizing words by category (e.g., sorting pictures or objects into groups)	BC 1, p. 21
Initial Understanding of Literary Texts	
R-K-4 Demonstrate initial understanding of elements of literary texts read aloud by...	
4.1 Identifying characters in a story	All selections in Beyond the Code can be used to meet this standard.
4.2 Responding to simple questions about a book’s content (e.g.,What did that hungry caterpillar eat?)	All selections in Beyond the Code can be used to meet this standard.
4.3 Generating questions during read alouds	All selections in Beyond the Code can be used to meet this standard.
Analysis and Interpretation of Literary Texts/Citing Evidence	
R-K-5 Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by...	
5.1 Making predictions about what might happen next	All selections in Beyond the Code can be used to meet this standard.
5.2 Identifying characteristics of main characters	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R-K-16 Generates a personal response to what is read aloud through a variety of means by...	
16.1 Comparing stories or other texts to personal experience, prior knowledge, which might include other texts	All selections in Beyond the Code can be used to meet this standard.
Strategies for Monitoring and Adjusting	
R-K-12 Demonstrates ability to monitor comprehension and strategy use for different types of texts...	
12.1 Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text)	All selections in Beyond the Code can be used to meet this standard.
12.2 Using pictures, syntax or repetitive language patterns to help predict upcoming words	All selections in Beyond the Code can be used to meet this standard.
13 Uses comprehension strategies (flexibly and as needed) while listening to literary or informational text.	All selections in Beyond the Code can be used to meet this standard.

Explode the Code®
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Grade 1

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STANDARDS/EXPECTATIONS	Component
Early Reading Strategies	
Phonemic Awareness and Phonological Knowledge	
R:ERS:1:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	TG 4, Lesson 2, p. 39
R:ERS:1:1.2: Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)	TG 1, Lesson 3, p. 12
R:ERS:1:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop.’;” “Tell me the last sound in ‘mop.’” “Tell me the middle sound in ‘mop.’”)	TG 1, Lesson 2, p. 10
R:ERS:1:1.4: Deleting phonemes in one-syllable words (“What is “crust” without the ‘c’?”)	TG 3, Lesson 13, p. 33
R:ERS:1:1.5: Producing pairs of rhyming words	TG 2, Lesson 2, p. 11
R:ERS:1:1.6: Counting syllables in 1 to 4-syllable words	TG 4, Lesson 3, p. 41
Concepts of Print	
R:ERS:1:2.4: Identifying title, author, illustrator	N/A
R:ERS:1:2.5: Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)	BK 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17
R:ERS:1:2.6: Demonstrating 1-1 matching of words spoken to words in print	N/A

STANDARDS/EXPECTATIONS	Component
Reading Fluency and Accuracy	
R:F&A:1:1.1: Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy	All selections in Beyond the Code can be used to meet this standard.
R:F&A:1:1.2: Fluency: reading previously –introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute	All selections in Beyond the Code can be used to meet this standard.
R:F&A:1:1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation	All selections in Beyond the Code can be used to meet this standard.
Word Identification Skills and Strategies	
R:WID:1:1.1: Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge EXAMPLES (regularly spelled one and two syllable words): bat, kitten, classroom	All selections in Beyond the Code can be used to meet this standard.
R:WID:1:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing)	All selections in Beyond the Code can be used to meet this standard.
R:WID:1:1.3: Reading grade-level appropriate words (in connected text)	All selections in Beyond the Code can be used to meet this standard.
R:WID:1:1.4: Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I’m)	All selections in Beyond the Code can be used to meet this standard.
Vocabulary Strategies	
R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading)	All selections in Beyond the Code can be used to meet this standard.
Breadth of Vocabulary	
R:V:1:2.1: Identifying synonyms and antonyms to connect new words to known words	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms)
R:V:1:2.2: Selecting appropriate words to use in context	All selections in Beyond the Code can be used to meet this standard.
R:V:1:2.3: Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)	N/A

STANDARDS/EXPECTATIONS	Component
Initial Understanding of Literary Texts	
R:LT:1:1.1: Identifying characters or setting in a story	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:1.2a: Responding to simple questions about a book’s content (e.g., “Where did Sylvester go?”)	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:1.2b: Retelling the beginning, middle, and end of a story	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:1.3: Generating questions before, during, and after reading	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:1.4: Distinguishing between literary and informational texts	N/A
R:LT:1:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., “teeny- tiny”) EXAMPLE: In Brown Bear, Brown Bear, what words are repeated in the story?	BC 1, pp. 15–17
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:1:2.1: Making predictions about what might happen next, and telling why the prediction was made	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:2.2: Identifying physical characteristics, personality traits, or possible motives of main characters	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:2.3: Making basic inferences about the text EXAMPLE: “Why did the wolf want to blow down each pig’s house?”	All selections in Beyond the Code can be used to meet this standard.
R:LT:1:4.1: Comparing stories or other texts to personal experience, prior knowledge or to other texts	All selections in Beyond the Code can be used to meet this standard.
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:1:1.1: Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)	All selections in Beyond the Code can be used to meet this standard.
R:RS:1:2.1: Using strategies while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text- based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world	All selections in Beyond the Code can be used to meet this standard.

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Grade 2

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STANDARDS/EXPECTATIONS	Component
Early Reading Strategies	
Phonemic Awareness and Phonological Knowledge	
R:ERS:2:1.1: Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)	TG 2, Lesson 1, p. 33
R:ERS:2:1.2: Blending and segmenting phonemes in one syllable words (e.g., f-i-sh, r-u-n)	TG 1, Lesson 1, p. 7
R:ERS:2:1.3: Isolating phonemes in single syllable words (e.g., “Tell me the first sound in ‘mop’;” “Tell me the last sound in ‘mop,’” “Tell me the middle sound in ‘mop.’”)	TG 1, Lesson 5, p. 16
R:ERS:2:1.4: Deleting phonemes in one-syllable words (“What is “crust” without the ‘c’?”)	TG 3, Lesson 13, p. 33
R:ERS:2:1.5: Producing pairs of rhyming words	TG 2, Lesson 2, p. 11
R:ERS:2:1.6: Counting syllables in 1 to 4-syllable words	TG 4, Lesson 3, p. 41
Concepts of Print	
R:ERS:2:2.4: Identifying title, author, illustrator	N/A
R:ERS:2:2.5: Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)	BK 1 ½, Lesson 1, p. 6; TG 1, Lesson 5, p. 17

STANDARDS/EXPECTATIONS	Component
R:ERS:2:2.6: Demonstrating 1-1 matching of words spoken to words in print	N/A
Reading Fluency and Accuracy	
R:F&A:2:1.1: Accuracy: reading material appropriate for the end of grade 2 with at least 90- 94% accuracy	All selections in Beyond the Code can be used to meet this standard.
R:F&A:2:1.2: Fluency: reading grade-appropriate text with oral fluency rates of at least 80-100 words correct per minute	All selections in Beyond the Code can be used to meet this standard.
R:F&A:2:1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks)	All selections in Beyond the Code can be used to meet this standard.
Word Identification Skills and Strategies	
R:WID:2:1.1: Identifying regularly spelled multisyllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, catch, float, fight; or common suffixes EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multisyllabic words): happiness, shower, sunshine	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 1, pp. 91–94
R:WID:2:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns	All selections in Beyond the Code can be used to meet this standard.
R:WID:2:1.3: Reading grade-level appropriate words (in connected text) with automaticity	All selections in Beyond the Code can be used to meet this standard.
R:WID:2:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words)	TG 1, Lesson 1, p. 8; BK 1, Lesson 1, p. 8; BC 1, p. 3
Vocabulary Strategies	
R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hopeful;” or context clues, including illustrations and diagrams; or prior knowledge)	BK 4, Lesson 2, p. 9; TG 4, Lesson 2, p. 39; BC 2, p. 15

STANDARDS/EXPECTATIONS	Component
Breadth of Vocabulary	
R:V:2:2.1: Identifying synonyms or antonyms; or categorizing words EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed	BC 1, p. 5 (synonyms); BC 1, p. 33 (antonyms)
R:V:2:2.2: Selecting appropriate words to use in context, including words specific to the content of the text EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.	All selections in Beyond the Code can be used to meet this standard.
Initial Understanding of Literary Texts	
R:LT:2:1.1: Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:1.2a: Sequencing key events in order, as appropriate to text	BC 1, p. 53
R:LT:2:1.2b: Retelling the key elements of a story	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:1.4: Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)	N/A
R:LT:2:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue (e.g., “When I was young in the mountains...”)	BC 1, pp. 15–17
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:2:2.1: Making logical predictions EXAMPLE: What might happen next?	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:2.2: Identifying relevant physical characteristics or personality traits of main characters	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:2.3: Making basic inferences about problem or solution EXAMPLES: “What helped Luke to solve his problem in the story?” “What was Jane’s problem?”	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
R:LT:2:2.5: Identifying the author’s basic message	N/A
R:LT:2:2.6: Identifying possible motives of main characters EXAMPLE: “Why did the wolf want to blow the house down?”	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:2.7: Recognizing explicitly stated causes or effects	All selections in Beyond the Code can be used to meet this standard.
R:LT:2:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other texts	All selections in Beyond the Code can be used to meet this standard.
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:2:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures], etc.)	All selections in Beyond the Code can be used to meet this standard.
R:RS:2:2.1: Using strategies while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book)	All selections in Beyond the Code can be used to meet this standard.

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Grade 3

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STANDARDS/EXPECTATIONS	Component
Reading Fluency and Accuracy	
R:F&A:3:1.1: Accuracy: reading material appropriate for grade 3 with at least 90-94% accuracy	All reading selections from BC and BK. TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 1, p. 32 – Fluency TG 8, Lesson 3, p. 40 – Fluency
R:F&A:3:1.2: Fluency: reading with oral fluency rates of at least 90- 120 words correct per minute	All reading selections from BC and BK. TG 4, Lesson 5, p. 46 – Fluency TG 5, Lesson 9, p. 24 – Fluency TG 7, Lesson 7, p. 18 – Fluency
R:F&A:3:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	TG 3, Lesson 11, p. 30 – Fluency TG 4, Lesson 3, p. 42 – Fluency TG 5, Lesson 6 p. 18 – Fluency TG 7, Lesson 5, p. 15 – Fluency
Word Identification Skills and Strategies	
R:WID:3:1.1: Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion	TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 4, p. 43 TG 5, Lesson 11, p. 27 – Phonemic Awareness TG 7, Lesson 8, p. 20 – Fluency

STANDARDS/EXPECTATIONS	Component
R:WID:3:1.2: Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns	TG 4, Lesson 4, p. 43 TG 8, Lesson 11, pp. 53-55
R:WID:3:1.3: Reading grade-level appropriate words (in connected text) with automaticity	TG 4, Lesson 2, p. 40 – Fluency
R:WID:3:1.4: Reading grade-appropriate, high-frequency words (including irregularly spelled words)	All lessons – Vocabulary Each BK has a high-frequency/sight word list on the inside back cover.
Vocabulary Strategies	
R:V:3:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	TG 4, Lesson 3, p. 41 – Link to Prior Knowledge TG 4, Lesson 12, p. 59 – Phonics TG 8, Lesson 2, p. 39 – Challenge
Breadth of Vocabulary	
R:V:3:2.1: Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words	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
R:V:3:2.2: Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – “The word ‘fall’ can mean a time of the year or losing your step. What words from the passage help you to know what ‘fall’ means in this story?” EXAMPLE (multiple meanings): “The word ‘fall’ has many different meanings. Which sentence below uses the word “fall” to mean a time of the year?” OR “Which sentence below uses ‘fall’ with the same meaning as it is used in the poem?”	TG 3, Lesson 10, p. 28 – Comprehension TG 5, Lesson 9, p. 24 – Comprehension TG 6, Lesson 7, p. 45 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
Initial Understanding of Literary Texts	
R:LT:3:1.1: Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text	BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
R:LT:3:1.2: Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text	All reading selections from BC and BK.
R:LT:3:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	BK 7, Lesson 7, p. 55 BC 4, pp. 51-63

STANDARDS/EXPECTATIONS	Component
R:LT:3:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction)	N/A
R:LT:3:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description	TG 3, Lesson 11, p. 30 – Fluency TG 8, Lesson 11, p. 54 – Fluency
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:3:2.1 Making logical predictions	All reading selections from BC and BK.
R:LT:3:2.2: Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters’ personality traits	BC 4, pp. 83-96
R:LT:3:2.3: Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships) EXAMPLE: “How might the story have been different if...?”	BK 8, Lesson 5, p. 41
R:LT:3:2.4: Identifying who is telling the story	BK 8, Lesson 5, p. 41
R:LT:3:2.5: Identifying the author’s basic message EXAMPLE: “In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?”	BC 4, pp. 17-26
R:LT:3:2.6: Identifying possible motives of characters	BC 4, pp. 67-78
R:LT:3:2.7: Recognizing explicitly stated causes or effects	N/A
R:LT:3:3.1: Recognizing the use of literary elements and devices ((i.e., imagery, exaggeration) to interpret intended meanings	TG 6, Lesson 10, p. 51 – Simile TG 8, Lesson 2, p. 38 – Figurative Language TG 8, Lesson 5, p. 44 – Figure of Speech
R:LT:3:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	BC 4, pp. 51-58
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:3:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/meaning, or other context cues)	TG 5, Lesson 9, p. 24 – Fluency TG 7, Lesson 13, p. 28 – Fluency

STANDARDS/EXPECTATIONS	Component
<p>R:RS:3:2.1: Using strategies before, during, and after reading literary and informational text.</p> <p>EXAMPLES of reading comprehension strategies might include :using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)</p>	<p>TG 3, Lesson 12, p. 32 – Comprehension TG 6, Lesson 7, p. 45 – Comprehension TG 8, Lesson 11, p. 55 – Writing</p>

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Grade 4

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STANDARDS/EXPECTATIONS	Component
Reading Fluency and Accuracy	
R:F&A:4:1.1: Accuracy: reading material appropriate for grade 4 with 90-94% accuracy	All reading selections from BC and BK. TG 3, Lesson 12, p. 32 – Fluency TG 6, Lesson 1, p. 32 – Fluency TG 8, Lesson 3, p. 40 – Fluency
R:F&A:4:1.2: Fluency: reading with oral fluency rates of at least 115-140 words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.)	All reading selections from BC and BK. TG 4, Lesson 5, p. 46 – Fluency TG 5, Lesson 9, p. 24 – Fluency TG 7, Lesson 7, p. 18 – Fluency
R:F&A:4:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	TG 3, Lesson 11, p. 30 – Fluency TG 4, Lesson 3, p. 42 – Fluency TG 5, Lesson 6 p. 18 – Fluency TG 7, Lesson 5, p. 15 – Fluency
Word Identification Skills and Strategies	
R:WID:4:1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types/syllable division, or word patterns (including prefixes, and suffixes)	TG 4, Lesson 2, pp. 39-40 TG 4, Lesson 4, p. 43 TG 5, Lesson 11, p. 27 – Phonemic Awareness TG 7, Lesson 8, p. 20 – Fluency
R:WID:4:1.2: Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns	TG 4, Lesson 4, p. 43 TG 8, Lesson 11, pp. 53-55

STANDARDS/EXPECTATIONS	Component
R:WID:4:1.3: Reading grade-level appropriate words (in connected text) with automaticity	TG 4, Lesson 2, p. 40 – Fluency
R:WID:4:1.4: Reading grade-appropriate words (including irregularly spelled words)	All lessons – Vocabulary Each BK has a high-frequency/sight word list on the inside back cover.
Vocabulary Strategies	
R:V:4:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	TG 4, Lesson 3, p. 41 – Link to Prior Knowledge TG 4, Lesson 12, p. 59 – Phonics TG 8, Lesson 2, p. 39 – Challenge
Breadth of Vocabulary	
R:V:4:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): cold, freezing	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
R:V:4:2.2: Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (precise vocabulary): “In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious”	TG 3, Lesson 10, p. 28 – Comprehension TG 5, Lesson 9, p. 24 – Comprehension TG 6, Lesson 7, p. 45 – Comprehension TG 6, Lesson 6, p. 44 – Challenge
Initial Understanding of Literary Texts	
R:LT:4:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
R:LT:4:1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	All reading selections from BC and BK.
R:LT:4:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information	BK 7, Lesson 7, p. 55 BC 4, pp. 51-63
R:LT:4:1.4: Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction)	N/A
R:LT:4:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, description, or dialogue	TG 3, Lesson 11, p. 30 – Fluency TG 8, Lesson 11, p. 54 – Fluency

STANDARDS/EXPECTATIONS	Component
Analysis and Interpretation of Literary Texts/Citing Evidence	
R:LT:4:2.1: Making logical predictions	All reading selections from BC and BK.
R:LT:4:2.2: Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits	BC 4, pp. 83-96
R:LT:4:2.3: Making inferences about problem, conflict, or solution EXAMPLE: "What influenced the father's decision to let his son try the climb?"	BK 8, Lesson 5, p. 41
R:LT:4:2.4: Identifying who is telling the story	BK 8, Lesson 5, p. 41
R:LT:4:2.5: Identifying author's message or theme EXAMPLE: "What was the author trying to say about friendship in this story?" (e.g., friendship begins with accepting differences)	BC 4, pp. 17-26
R:LT:4:2.6: Identifying causes or effects, including possible motives of characters	BC 4, pp. 67-78
R:LT:4:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings	N/A
R:LT:4:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	TG 6, Lesson 10, p. 51 – Simile TG 8, Lesson 2, p. 38 – Figurative Language TG 8, Lesson 5, p. 44 – Figure of Speech
Reading Strategies: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies	
R:RS:4:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues)	TG 5, Lesson 9, p. 24 – Fluency TG 7, Lesson 13, p. 28 – Fluency

STANDARDS/EXPECTATIONS	Component
<p>R:RS:4:2.1:Using strategies before, during, and after reading literary and informational text.</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/ effect, compare/contrast, proposition and support, description, classification)</p>	<p>TG 3, Lesson 12, p. 32 – Comprehension TG 6, Lesson 7, p. 45 – Comprehension TG 8, Lesson 11, p. 55 – Writing</p>