



Literacy and Intervention

MISSOURI STATE STANDARDS

Explode The Code[®]

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

Grades Pre-K–4



***Explode the Code*[®]**
Correlated to the
Missouri Communication Arts Grade-Level Expectations

Grade K

The following pages contain examples from components in *Explode the Code* that align to the Missouri Communications Arts Grade-Level 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
1 Develop and apply skills and strategies to the reading process	
A Print Concepts	
Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom b. understanding that the story is in the print c. word by word matching d. distinction between letter and word	N/A
B. Phonemic Awareness	
Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words b. isolate consonant sounds c. hear and say onset and rime d. hear and say spoken phonemes	TG 1, Lesson 1, p. 7
C. Phonics	
Develop alphabet and phonics knowledge: a. identify letters b. say sounds associated with letters c. write letter that goes with consonant sound	A, B, C

STANDARDS/EXPECTATIONS	Component
D. Fluency	
Read simple text <ol style="list-style-type: none"> a. containing a small bank of high-frequency words b. consisting of environmental print 	BK 1, Lesson 1, p. 8; BC 1, pp. 5–7
E. Vocabulary	
Develop vocabulary by listening to and discussing unknown words in stories	All selections in Beyond the Code can be used to meet this standard.
F. Pre-Reading	
Develop and apply, with assistance, pre-reading strategies to aid comprehension: <ol style="list-style-type: none"> a. access prior knowledge b. preview text and picture c. make general prediction 	All selections in Beyond the Code can be used to meet this standard.
G. During Reading	
During reading, shared reading, or read-alouds, develop and utilize, with assistance, strategies to <ol style="list-style-type: none"> a. self-question and correct b. infer c. predict and check using cueing systems: meaning, structure, and visual information 	All selections in Beyond the Code can be used to meet this standard.
H. Post-Reading	
Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: <ol style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify c. retell d. illustrate e. re-enact stories 	All selections in Beyond the Code can be used to meet this standard.
I. Making Connections	
Identify connections, with assistance, between <ol style="list-style-type: none"> a. text to text (text ideas ---similarities and differences in fiction and non-fiction works) b. text to self (text ideas and own experiences) 	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in title and pictures	All selections in Beyond the Code can be used to meet this standard.
B. Literary Techniques	
Participate in read-aloud experiences involving rhythm, rhyme, alliteration , and repeating line or phrase	BC 1, pp. 15–17

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Grade 1

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STANDARDS/EXPECTATIONS	Component
1 Develop and apply skills and strategies to the reading process	
A Print Concepts	
Demonstrate concepts of print <ul style="list-style-type: none"> • upper- and lower-case letters • first and last letters in words • spaces between words • letter and word order • punctuation has meaning 	A, B, C
B. Phonemic Awareness	
Demonstrate ability to hear and say separate sounds in words <ul style="list-style-type: none"> • separate and say sounds in words • blend sounds to form words • replace beginning and ending sounds to form new words 	TG 2, Lesson 2, p. 35
C. Phonics	
Develop and apply decoding strategies to “problem-solve” regularly spelled one- or two-syllable words when reading	All selections in Beyond the Code can be used to meet this standard.
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • by developing automaticity of an increasing core of high-frequency words • with appropriate phrasing and expression 	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • classroom resources 	BK 4, Lesson 2, p. 9; BC 1, pp. 5–7
F. Pre-Reading	
Develop and apply, with assistance, pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict with evidence • set a purpose for reading, with assistance 	All selections in Beyond the Code can be used to meet this standard.
G. During Reading	
During reading, develop and utilize, with assistance, strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check • using cueing systems: meaning, structure, visual 	All selections in Beyond the Code can be used to meet this standard.
H. Post-Reading	
Develop and apply post-reading skills to respond to text <ul style="list-style-type: none"> • question to clarify • retell • reflect • analyze • draw conclusions 	All selections in Beyond the Code can be used to meet this standard.
I. Making Connections	
Identify connections between <ul style="list-style-type: none"> • text ideas ---similarities and differences in various fiction and non-fiction works, with assistance • text ideas and own experiences 	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and apply information in title, pictures and names of author and illustrator	All selections in Beyond the Code can be used to meet this standard.
B. Literary Devices	
Read and respond to rhythm, rhyme and alliteration in poetry and prose	BC 1, pp. 15–17
C. Text Elements	
Use details from text to identify <ul style="list-style-type: none"> • characters • problem • solutions • events in logical sequence 	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
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Develop and apply decoding strategies to “problem-solve” unknown words when reading	All selections in Beyond the Code can be used to meet this standard.
D. Fluency	
Read grade-level instructional text with fluency , accuracy and expression	All selections in Beyond the Code can be used to meet this standard.
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • classroom resources • context clues 	BK 4, Lesson 2, p. 9; BC 1, pp. 5–7
F. Pre-Reading	
Develop and apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict and confirm or reject • set a purpose for reading 	All selections in Beyond the Code can be used to meet this standard.

STANDARDS/EXPECTATIONS	Component
G. During Reading	
During reading, develop and utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • predict and check • using cueing • systems: meaning, structure, visual 	All selections in Beyond the Code can be used to meet this standard.
H. Post-Reading	
Apply post-reading skills to identify the main idea and supporting details <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	All selections in Beyond the Code can be used to meet this standard.
I. Making Connections	
Identify connections between <ul style="list-style-type: none"> • text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance • text ideas and own experiences • text ideas and the world, with assistance 	All selections in Beyond the Code can be used to meet this standard.
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and apply specific information in title, pictures and table of contents	All selections in Beyond the Code can be used to meet this standard.
B. Literary Devices	
Identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance	BC 1, pp. 15–17
C. Text Elements	

STANDARDS/EXPECTATIONS	Component
Use details from text to <ul style="list-style-type: none">• make basic inferences about setting, characters and problem• predict solution• identify events in logical sequence	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
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Apply decoding strategies to independently “problem-solve” unknown words when reading	All lessons and reading selections from BC and BK. TG 3, Lesson 7, p. 20
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text 	All lessons and reading selections from BC and BK. TG 3, Lesson 12, p. 32 – Fluency TG 5, Lesson 7, p. 20 – Fluency TG 6, Lesson 4, p. 39 – Fluency
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • base words • synonyms and antonyms • context clues • glossary • dictionary, with assistance 	All lessons – Vocabulary and Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 4, Lesson 4, p. 44 – Comprehension TG 6, Lesson 1, p. 32 – Comprehension TG 8, Lesson 6, p. 46 – Challenge

STANDARDS/EXPECTATIONS	Component
F. Pre-Reading	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict • set a purpose for reading 	All lessons and reading selections from BC and BK. TG 8, Lesson 4, p. 41 BC 4, pp. 64-65
G. During Reading	
During reading, utilize strategies to <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check • using cueing • systems: meaning, structure, visual 	All lessons and reading selections from BC and BK. BC 4, pp. 80-93
H. Post-Reading	
Apply post-reading skills to identify and explain the relationship between the main idea and supporting details <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	All lessons and reading selections from BC and BK. BC 3, pp. 67-78 BC 4, pp. 51-60
I. Making Connections	
Identify and explain connections between <ul style="list-style-type: none"> • text ideas --- information and relationships in various fiction and non-fiction works (compare and contrast) • text ideas and own experiences • text ideas and the world 	All lessons and reading selections from BC and BK. BC 3, pp. 35-47 BC 4, pp. 51-63

STANDARDS/EXPECTATIONS	Component
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
Locate and <ul style="list-style-type: none"> • apply information in title, table of contents and glossary • recognize the text features of fiction, poetry and drama in grade-level text 	N/A
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of poetry and prose	TG 8, Lesson 2, p. 38 – Figurative Language
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make inferences about setting, character traits and problem and solution • make predictions • draw conclusions • compare and contrast characters and changes in problems and settings • identify the narrator • identify cause and effect • identify events from the beginning, middle and end • identify author’s purpose 	All lessons and reading selections from BC and BK. BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	N/A
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of nonfiction text	N/A

STANDARDS/EXPECTATIONS	Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • answer questions • retell main idea and important details • organize a sequence of events • identify simple cause and effect • draw conclusions • compare and contrast texts • identify author’s purpose for writing text • make inferences about problems and solutions 	BC 4, pp. 64-65 BK 7, Lesson 14, p. 111 BK 8, Lesson 13, pp. 104-105
D. Understanding Directions	
Read and follow two- and three-step directions to complete a simple task	BK 8, Lesson 12, p. 90

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Grade 4

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STANDARDS/EXPECTATIONS	Component
1 Develop and apply skills and strategies to the reading process	
C. Phonics	
Apply decoding strategies to “problem-solve” unknown words when reading	All lessons and reading selections from BC and BK. TG 3, Lesson 7, p. 20
D. Fluency	
Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and expression • adjusting reading rate to difficulty and type of text 	All lessons and reading selections from BC and BK. TG 3, Lesson 12, p. 32 – Fluency TG 5, Lesson 7, p. 20 – Fluency TG 6, Lesson 4, p. 39 – Fluency
E. Vocabulary	
Develop vocabulary through text, using <ul style="list-style-type: none"> • root words and affixes • synonyms and antonyms • context clues • glossary and dictionary 	All lessons – Vocabulary and Comprehension TG 3, Lesson 10, p. 28 – Comprehension TG 4, Lesson 4, p. 44 – Comprehension TG 6, Lesson 1, p. 32 – Comprehension TG 8, Lesson 6, p. 46 – Challenge
F. Pre-Reading	
Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict • set a purpose for reading 	All lessons and reading selections from BC and BK. TG 8, Lesson 4, p. 41 BC 4, pp. 64-65

STANDARDS/EXPECTATIONS	Component
G. During Reading	
<ul style="list-style-type: none"> • During reading, utilize strategies to self-question and correct • infer • visualize • predict and check using cueing systems: meaning, structure, visual 	All lessons and reading selections from BC and BK. BC 4, pp. 80-93
H. Post-Reading	
<p>Apply post-reading skills to comprehend text</p> <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize • paraphrase 	All lessons and reading selections from BC and BK. BC 3, pp. 67-78 BC 4, pp. 51-60
I. Making Connections	
<p>Identify and explain connections between</p> <ul style="list-style-type: none"> • text ideas ---information and relationships in various fiction and non-fiction works • text ideas and own experiences • text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame 	All lessons and reading selections from BC and BK. BC 3, pp. 35-47 BC 4, pp. 51-63
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
A. Text Features	
<p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary • and recognize the text features of fiction, poetry and drama in grade-level text 	N/A
B. Literary Devices	
<p>Explain examples of sensory details and figurative language within the context of poetry and prose</p>	TG 8, Lesson 2, p. 38 – Figurative Language

STANDARDS/EXPECTATIONS	Component
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • make inferences about setting, character traits, problem and solution and story events • make predictions • draw conclusions • identify cause and effect • compare and contrast various elements • identify author’s purpose 	All lessons and reading selections from BC and BK. BC 4, pp. 83-96 BK 8, Lesson 9, p. 73
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
A. Text Features	
Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text	N/A
B. Literary Devices	
Explain examples of sensory details and figurative language within the context of nonfiction text	N/A
C. Text Elements	
Use details from text to <ul style="list-style-type: none"> • retell main ideas • organize a sequence of events • identify cause and effect • draw conclusions • compare and contrast texts • make predictions • make inferences • distinguish between fact and opinion • identify and explain author’s purpose • make inferences about problems and solutions 	BC 4, pp. 64-65 BK 7, Lesson 14, p. 111 BK 8, Lesson 13, pp. 104-105
D. Understanding Directions	
Read and follow three- and four-step directions to complete a task	BK 8, Lesson 12, p. 90