School Specialty®
Instruction & Intervention
ePS

RTI
1 2 3
GRADES PreK–4

Explode The Code®
Second Edition

PROGRAM OVERVIEW

Reading Success
with Direct Phonics
Instruction

IN
PRINT
AND
ONLINE

Explode The Code® Second Edition

by Nancy Hall and Rena Price

Provide direct, systematic, multisensory phonics instruction that is **effective, easy-to-implement, and fun!**

The Explode The Code® Series has helped millions of students build the essential literacy skills needed for reading success: phonological awareness, decoding, vocabulary, comprehension, fluency, and spelling. Consistent exercise formats with simple directions and concrete examples allow students to work and learn independently.

A "code-centric program", based on the Orton-Gillingham approach to reading which supports multisensory, structured, sequential, cumulative and flexible instruction, *Explode The Code* offers a complete systematic phonics program for the elementary grades.

The *Explode The Code* Advantage

- Effective, research-based, multisensory phonics instruction
- Easy-to-use
- Humor that speaks to kids!

Student Workbooks
anytime, anywhere

Online
adaptive and data driven

Additional Materials
opportunity for tactile, hands-on activities!

Multisensory and Flexible, program options include Student Workbooks, Online, and Ancillary Materials.

SCOPE AND SEQUENCE

The *Explode The Code Online* scope and sequence follows the same structure as print.

PRE-K–1

Pre-Literacy Primers focus on visual identification of consonants, their written lowercase letter forms and their sound-symbol relationships

Get Ready for The Code Book A

Get Set for The Code Book B

Go for The Code Book C

GRADES 1–4

Explode The Code Books 1-8 (Print & Online) focus on Phonemic Awareness, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Writing.

Explode The Code Half Books focus on more practice with skills in workbooks 1-6.

Books 1 and 1 ½
Consonant review
Short vowel sounds

Books 2 and 2 ½
Initial and final consonant blends

Books 3 and 3 ½
Long vowels, Digraphs, Trigraphs

Books 4 and 4 ½
Compound words, Common endings, Syllable types

Books 5 and 5 ½
Word families, Blends, Sounds of -ed

Books 6 and 6 ½
r-controlled vowels, Diphthongs

Book 7
Silent consonants, Word patterns

Book 8
Advanced suffixes and endings

GRADES 2-4

Beyond The Code focuses on Comprehension, Reasoning Skills, and Vocabulary

Beyond The Code Books 1–4

Explode The Code® *Online*

Using time-tested content from the award-winning print workbooks series, ***Explode The Code® Online*** provides a comprehensive online curriculum for beginning readers. Covering the essential skills for reading success, the program provides adaptive, individualized placement, and instruction.
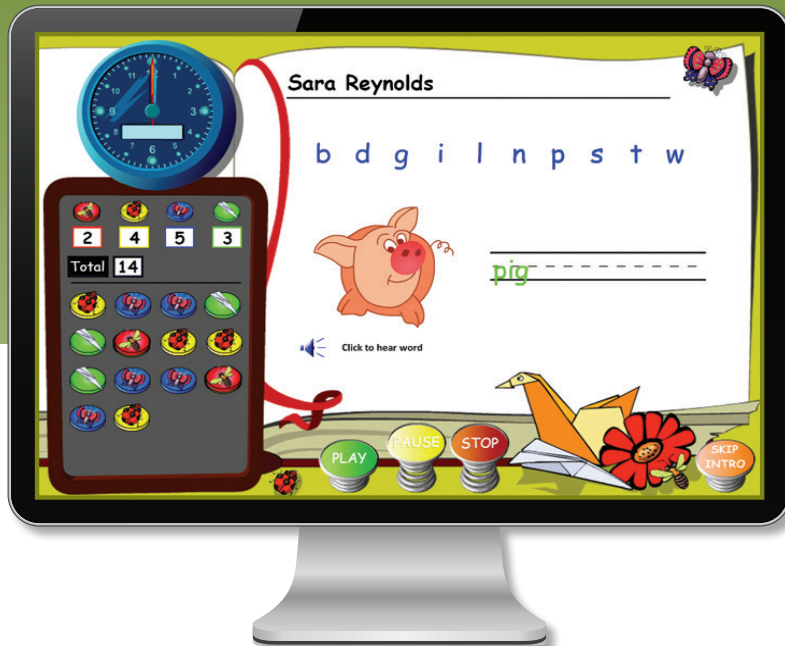
Explode The Code Online
Key Advantages

- Effective, research-based, multisensory phonics instruction
- Flexible access to sequenced phonics content
- Adaptive and Data Driven
- Motivating and Personalized
- Promotes early literacy!

Student Experience

Students are guided along fun learning activities, and receive adaptive instruction based on their proficiency level.

Students enjoy collecting point icons on their dashboard!

Audio and visual support cements the concept.

The NEW underwater theme is fun for kids.

Students learn from identifying words and sounds in parts and as a whole.

Explode The Code® *Online*

Teacher & Administrator Experience

Easy to set up with your students. Teachers will benefit from student skills level performance reports and the program's adaptive instruction.

GRADES 1–4

Explode The Code Online Books 1-8 focus on Phonemic Awareness, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension, and Writing.

Book 1
Consonant review
Short vowel sounds

Books 2
Initial and final consonant blends

Books 3
Long vowels, Digraphs, Trigraphs

Books 4
Compound words, Common endings, Syllable types

Books 5
Word families, Blends, Sounds of -ed

Books 6
r-controlled vowels, Diphthongs

Book 7
Silent consonants, Word patterns

Book 8
Advanced suffixes and endings

Data Driven Instruction

Ongoing assessment throughout the program supports student reading proficiency.

- The program records correct and incorrect responses, response patterns, and completion times
- Adaptive instruction ensures that students work in their areas of need
- Assessment zones throughout the program determine appropriate, individualized student placement

Robust Reporting

Ongoing progress monitoring includes:

- Daily, weekly, and monthly progress reports
- Skills mastered
- Potential problems skills and tasks...and more

PERFORMANCE LEVELS TABLE

	Skill Description	Performance	Units Tried	Date Last tried
1	Compound words	ADVANCED	6	Feb 16, 2014
2	Common endings: -ful, -ing, -est, -ed, -ness	ADVANCED	11	Mar 16, 2014
3	Syllable division between double consonants	ADVANCED	6	Mar 16, 2014
4	Syllable division between different consonants	ADVANCED	5	Mar 17, 2014
5	Assessment - Lessons 1-4	ADVANCED	5	Mar 17, 2014
7	Syllable division with open syllables	ADVANCED	7	Mar 18, 2014
8	Syllable division with closed syllables	ADVANCED	7	Mar 19, 2014
8.4	Assessment - Lessons 6-8	PROFICIENT	10	Mar 19, 2014
10.4	Assessment - Lessons 9-10	ADVANCED	7	Mar 19, 2014
11	Vowel digraph syllables: ai, ay, ea, ee, oa, ow	ADVANCED	6	Mar 23, 2014
12	Syllable division with three-syllable words	ADVANCED	6	Mar 23, 2014
12.4	Assessment - Lessons 1-12	PROFICIENT	11	Mar 23, 2014

The Performance Levels Table helps teachers gauge skills work.
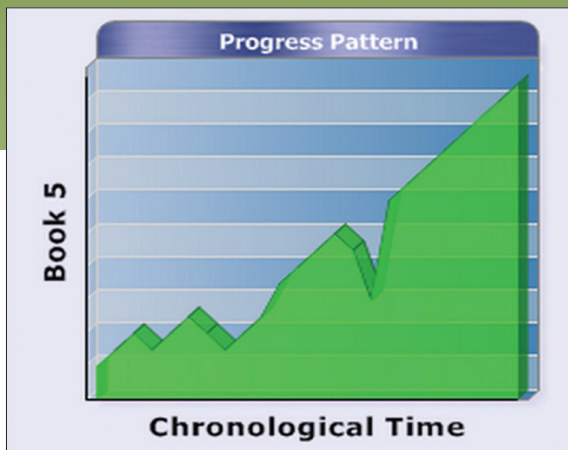
Progress Pattern report shows an easy to use graphic of growth over time.

The Quality of Unit Completion chart helps inform progress at a glance.

Reports clearly show each student's book and skill area.
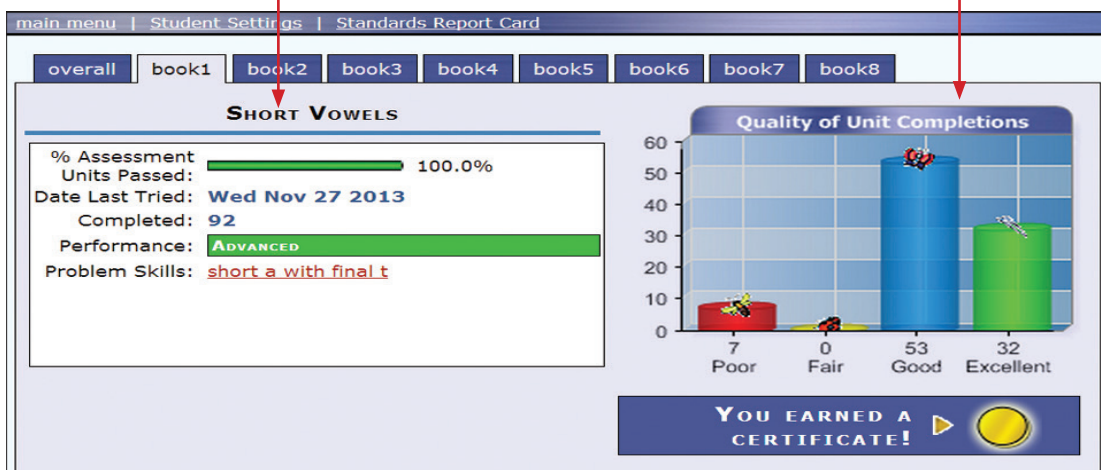
The reporting dashboard of the unit activity highlights any problem skills, and provides quick at-a-glance data.

Workbooks Grades Pre-K–1

Proven multisensory, sequential phonics instruction at your fingertips.
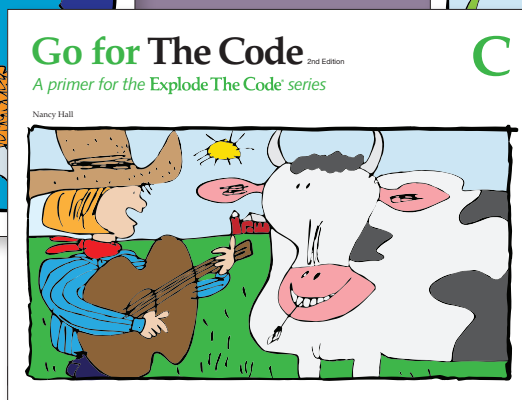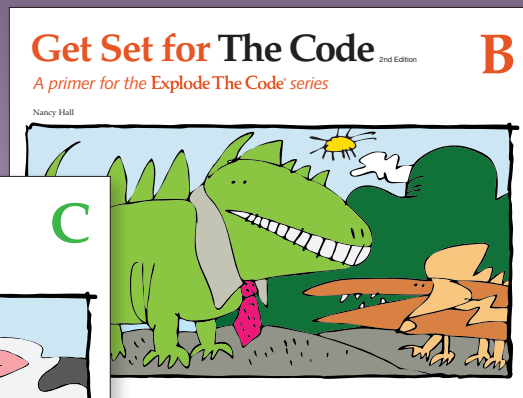
Get Ready for The Code 2nd Edition **A**
A primer for the Explode The Code® series
Nancy Hall

Go for The Code 2nd Edition **C**
A primer for the Explode The Code® series
Nancy Hall

Get Set for The Code 2nd Edition **B**
A primer for the Explode The Code® series
Nancy Hall

PRE-K–1

Pre-Literacy Primers focus on visual identification of consonants, their written lowercase letter forms and their sound-symbol relationships

Get Ready for The Code Book A

Get Set for The Code Book B

Go for The Code Book C

Pre-Literacy Primer Workbooks

The **Get Ready, Get Set, and Go for The Code**, A, B, and C student workbooks provides pre-literacy instruction and reinforcing exercises with a focus on visual identification of consonants, their written lowercase letter forms and their sound-symbol relationships. Each lesson addresses the principles of effective reading instruction and follows the same easy-to-use format. The Teacher's Guide is required for providing listening exercises.

The **Teacher's Guide** for Workbooks A, B and C expands on the skills presented in these books, providing teachers with various options for instruction and reinforcement. The wide variety of activities may be adapted for whole-class, small-group, and one-on-one learning situations.

Trace the letters.

f f f f f

Copy the letter.

f
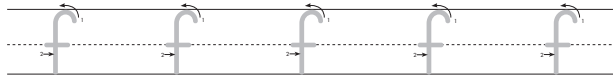
◯ each picture whose name begins with **f**. Write **f** below those pictures.
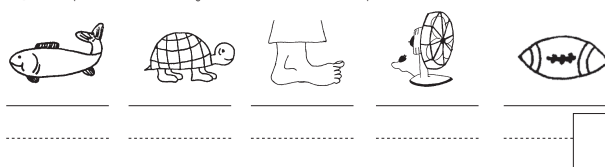
Get Ready for The Code Book A
Students practice fine-motor skills and letter formation through tracing and writing consonants.

Get Set for The Code Book B
Matching exercises develop visual discrimination and letter recognition. Use of capital and lowercase letters reinforce letter recognition.

Look carefully at the letter in the box. Circle the letters that match it.

p	m	p	k	b	p
k	k	b	k	r	k
p	p	r	m	p	p
r	p	r	k	r	m
P	B	P	P	F	P

4

Listen; then follow the directions.

6

Go for The Code Book C
Students learn through visual activities.

Ready, Set, Go Picture-Letter Cards *with pictures for key words, for letters, and for pictures and letters combined.*

f

f

Workbooks 1-8

Workbook 1 introduces students to the sounds of short vowels. The exercises begin with short a and then follow with short *i*, short *u*, short *e*, and short *o*. Students practice blending sounds to read and write CVC words.

Workbook 2 introduces students to the sounds of initial and final consonant blends. The exercises begin with beginning l blends and progress through to final blends. Students practice blending sounds to read and write one-syllable words.
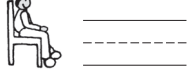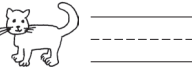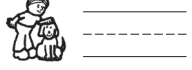
Workbook 3 begins with words that present *y* as a vowel, then progress to long vowels with silent *e*, and finally to consonant and vowel digraphs. Students practice blending sounds to read and write one-syllable words that include digraphs and long vowel sounds.

Workbook 4 introduces students to compound words, common endings, and syllable types. Students learn that compound words are made up of two smaller words that when put together make a word with a different meaning. They practice adding the endings *–ful, -ing, -est, -ed*, and *-ness* to make new words.

Workbook 5 introduces students to the word endings *-ed* and *-ey*, word families including *all-alk, old-olt-oll, ild-ind*, the digraph *qu*, and 3-letter blends. Students practice blending sounds to read and write multisyllabic words.

Match and write it.

hat	bat	mat	bat
pat	rat	sat	cat

6

Book 1
Students match pictures to words with attention to specific phonetic sounds and word patterns.

Spell. **Write.**

13

Workbook 6 introduces students to the r-controlled vowels, silent letters *(-igh)*, and vowel diphthongs. Students practice blending sounds to read and write multisyllabic words.

Workbook 7 introduces students to the sounds of soft *c* and *g*, silent consonant patterns such as *-dge, -mb, kn, wr*, and silent *t* and silent *h* words. In addition, this book teaches the sounds of *ear, ei, eigh*, and *ph* words. Students practice blending sounds to read and write multisyllabic words and phrases.

Workbook 8 introduces students to more complex morphemic units including suffixes and irregular endings. Students combine word parts to create multisyllabic words and increase their vocabulary by learning the meanings of common suffixes and endings.

All workbooks have several review lessons and a posttest. Reinforcement and extra practice is available in "half workbooks" that correspond with workbooks 1-6!

Book 1
Students blend letter sounds to encode words using phonetic knowledge and sound-symbol relationships.
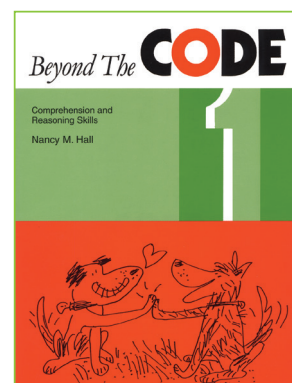
Beyond The Code **GRADES 2-4**
A four-book series that helps students develop important comprehension and thinking skills at the earliest level. The books contain charmingly illustrated stories with exercises following the same phonetic structure as the *Explode The Code* series.

Beyond The **CODE**
Comprehension and Reasoning Skills
Nancy M. Hall

Workbooks Grades 1-4

Lesson 7 • Review Lesson

⬭ it.

	flag fat flat		clop clip clap
	sell spell smell		drug drag drip
	cross press pass		gas grass glass
	stack stuck stick		slam slim Sam

Book 2
*Review lessons are built
into every book*
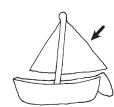
Book 3
*Keywords for more complex letter patterns
help increase retention and understanding.*

Lesson 11

ai and *ay* say /ā/ in *pail* ⬭ and *pay*.

ai is at the beginning or in the middle of a word.
ay is at the end of a word.

⬭ it.

	seal sail sat		sail snail snore
	peel beam pail		hay here heat
	team track train		step stain stay
	meal nail name		play clay peek

83

Pick the best word to finish each sentence.

luggage	sponge cake	postage
teenager	gerbil	stingy
gentleman	vegetables	changed

1. A _____ is a man with fine manners who is kind and helpful.

2. You must put _____ on all letters you send in the mail.

3. _____ with ice cream and caramel sauce is a wonderful dessert.

4. I have a pet _____ that I keep in a plastic cage.

5. We grow lots of green and yellow _____ in our garden.

6. Ella Cinders _____ her ragged dress before going to the fancy dress ball.

7. When you are a _____, you can learn to drive a car.

13

Book 7
*Later books introduce students to more
complex letter patterns. Cloze activities
help promote vocabulary development by
presenting words in context.*

Explode The Code Books 1½–6½ offer extra practice and allow for differentiation. They follow the same scope and sequence of the *Explode The Code Book*s 1–6 for easy classroom management.

Match and write it.

| nine | bake | bike | gate | poke |
| sale | fire | vine | ~~mule~~ | bite |

mule

4

Book 3½

Spell. Write.

shim chim	ney mer	
cook look	ies ist	
joc tur	key nip	
beef brief	cast case	
hick hock	er ey	
aim ball	filed field	
wall wind	ley shield	

59

Book 6½

Sometimes 2 vowels together in a syllable make 1 sound. This is a vowel digraph syllable: *ai, ay, ee, ea, oa, ow.*

r<u>ow</u> / b<u>oa</u>t

⬭ the word that matches the picture.

teapot or tepee?	toaster or soapsuds?
shipboard or skateboard?	earring or eating?
cotton or coffee?	speaking or sneakers?
beaver or beacon?	peacock or peanut?

48

Book 4½

2-37

<u>sp</u>ider
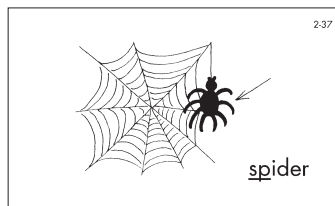
sp

Code Cards (1 card for every concept introduced in Books 1-3½) include suggestions for daily practice activities and games. Each card is marked with the book and page number on the concept which it is introduced.

Supporting Materials

Don't miss out on these worthwhile resources to help develop competent readers.
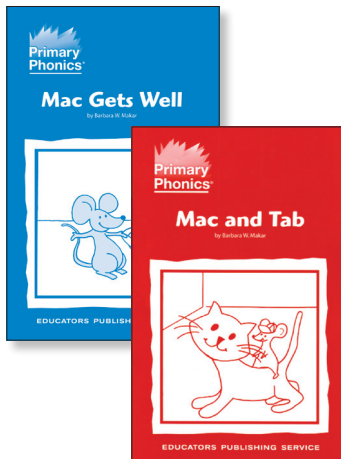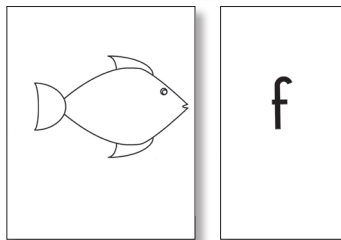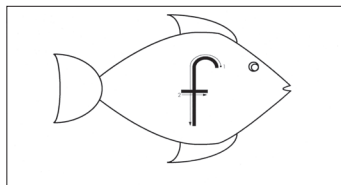
Wall Chart and Activity Book

This felt wall chart with manipulative toys helps students match beginning letters to sounds and corresponds to key words in the series. Activity Book includes hands-on activities to reinforce skills.
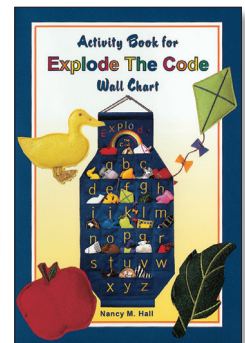
Ready, Set, Go Picture-Letter Cards

The 60 Picture-Letter Cards can be used for supplementary visual and auditory work and match key words in the student workbooks. Letter cards allow students to practice letter identification and recognition. Picture-letter combination cards help students map sounds to symbols. Use with *Get Ready, Get Set*, and *Go for The Code*, A, B, and C workbooks.

Code Cards

This set of 54 illustrated cards can be used to reinforce or extend the sounds taught in *Explode The Code* workbooks 1– 3 ½. In addition to the 26 letters of the alphabet, this set also includes consonant digraphs, blends, vowel digraphs, and diphthongs. The cards can be used by students individually, in small groups, or as a whole class game or activity.
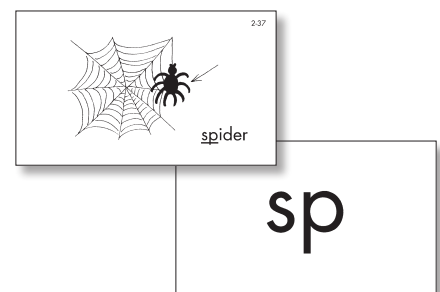
Primary Phonics® Storybooks

Decodable storybooks motivate students as they apply newly learned phonics skills to engaging stories. A storybook for every concept allows students to read in context, making phonics meaningful. Students feel successful as they read books on their own from the beginning of instruction.

Explode The Code®
Second Edition

English Language Learners

ELL Lessons and Strategies for Explode The Code Books 1, 2 and 3.

Teacher's Guide for English Language Learners offers a detailed instruction plan for Books 1–3½ that is specially designed for ELL students to accelerate English acquisition. This approach combines meaningful phonics with English language instruction including vocabulary development, speaking and reading comprehension, writing, grammar, and more. This comprehensive guide includes instruction for:

- ELL pedagogy
- English vocabulary development
- Development of the five pillars of reading
- Writing skills
- Grammar
- Classroom management skills
- 100+ reproducible pages

Lesson Specific pages provide teachers with a resource of vocabulary lists, high utility words lists, and sample sentences at various levels for differentiation.

Strategies to assist students in correct sound pronunciation are provided, along with tips to avoid common mispronunciations.

Lesson Specifics for Initial Consonant Blends *cr, dr, gr*
Explode The Code, Book 2, Lesson 3

Explode The Code Vocabulary

Nouns	Verbs
crab	crack
crack	drag
crib	drip
cross	drop
dress	grill
drum	grin
grass	
grin	

HUW List

held
little
more

Vocabulary for English Language Learners

Nouns	Verbs	Adjectives
crop	cram	crabby
drill	cross	cracked
drop	drill	cross
grill	crash	green
	crawl	grim
	draw	gruff
	dress	
	grab	
	grilled	
	grip	

Leveled Sentences

Set 1	Set 2	Set 3
I will grin.	She will grab the drum and play.	The crab will cross the grass.
I see the crab.	We will grill hot dogs.	She dropped the drum and cracked it.
Dad has a drill.	I play in the grass and grin.	Dad helped the cross tot get in the crib
I will drop it.	The sink went, "Drip, drop, drip, drop!"	Sis grinned when she saw her new dress.

Pronunciation Tips for Short Vowels

The material in this section will help you teach the letter-sound correspondence for short vowels. Remember to animate your discussion and exaggerate the pronunciation of target words.

Short a

1. Demonstrate the short *a* sound several times. Say, "A says /ă/, /ă/, *apple*, /ă/, /ă/, /ă/."
2. Show or draw an illustration of the letter *a* in which the letter takes the shape of an apple with a leaf attached to its stem. Then write the letter *a* on the board several times, while making the short *a* sound.
3. Show children how to make a monster face by opening their mouths wide, showing their teeth, and extending their chins. Then say, "Open your mouths wide like a fantasy monster and say /ă/, /ă/, /ă/. Say the short *a* sound loudly and harshly." Given that in English, vowel sounds are voiced more harshly than in many other languages, exaggerating the nature of the sound can be helpful. In addition, the humor involved in making fantasy monster sounds will encourage children to lose their inhibitions and take risks.
4. Playfully check children's pronunciation as you point to an *a* and ask them to produce the sound. Repeat as often as necessary.

> **TEACHING TIP FOR SPANISH SPEAKERS**
>
> Pronunciation of short *a*. Spanish speakers may pronounce short *a* as if combining an English /ă/ slightly with an /ŏ/, while blowing the sound out softly. Show children how to *force* out the sound when speaking English.

Short e

1. Demonstrate the short *e* sound several times. Say, "E says /ĕ/, /ĕ/, *egg*, /ĕ/, /ĕ/, /ĕ/."
2. Show or draw an illustration of the letter *e* in which the top part of the letter *e* is in the shape of an egg with a cracked shell. Children love it when you add a chick's face popping out of the egg. Write the letter *e* on the board times several times while making short *e* sounds, and pointing to both the *e* and the egg.
3. Tell children a story about a very old man who could never hear. Draw his ears using lowercase *e*s. Whenever someone said something to the old man, he could never hear what the person said. So he cupped his hand around his ear and said, "eehh?" Then point to the *e*s and have students practice the *e* sound.
4. Playfully check children's pronunciation as you point to an *e* and ask them to produce the sound. Repeat the process as you point to the picture of the egg. Also point to the old man's ear and cup your hand over your own ear for added emphasis.

> **TEACHING TIP FOR SPANISH SPEAKERS**
>
> Pronunciation of short *i*. To ensure that children are not pronouncing the Spanish *i*, which sounds like the English *ee*, tell them to scrunch their lips up tightly when pronouncing the English short *i*.

Short i

1. Demonstrate the short *i* by pronouncing it several times. Say, "I says /ĭ/, /ĭ/, *insect*, /ĭ/, /ĭ/, /ĭ/."
2. Show or draw an illustration of the letter *i* in which it appears as an insect. Use the body of

---

Teacher Resources

Detailed lesson plans to help develop competent readers.
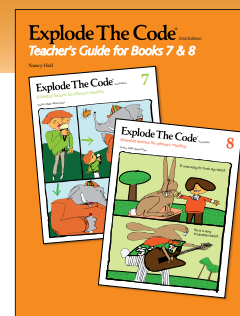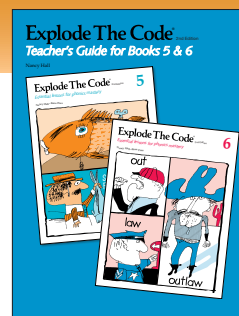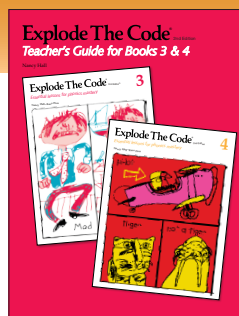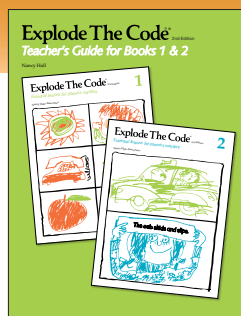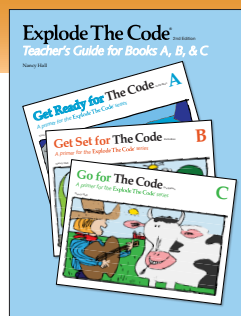
Teacher's Guides incorporate a quick review, phonemic awareness, vocabulary, fluency and comprehension in every lesson. Suggestions for writing practice and differentiated instruction are provided for each lesson.

Lessons incorporate Code Cards, Picture Letter Cards and Wall Chart activities.

Teacher's Guide 1and 2
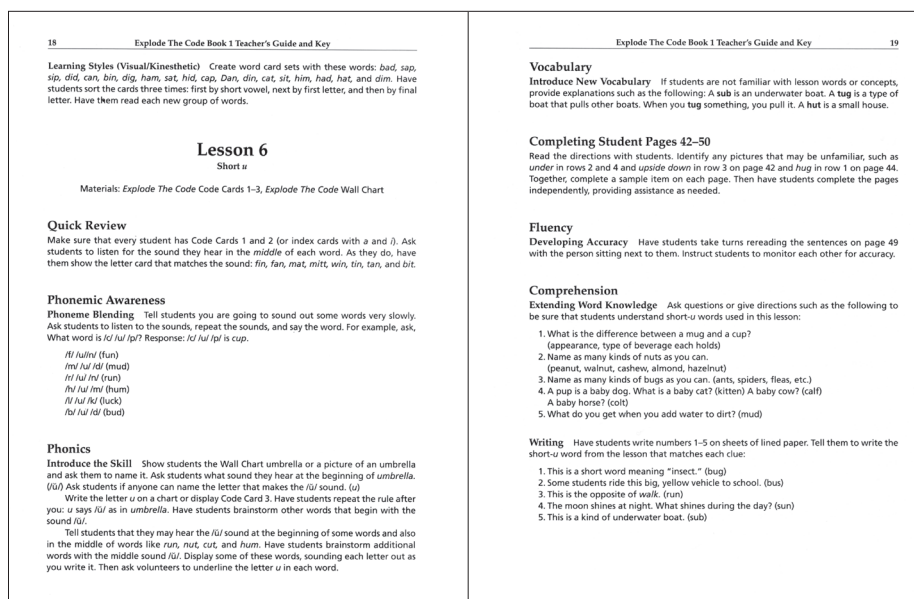
Explode The Code **Placement Tests** are designed to assess students' encoding and decoding skills. All tests can be given in either a group setting or individually, with the exception of Test 4, which must be administered individually. Included ar directions for administering and analyzing results; answer keys and reproducible test forms. This book contains:

Test 1: Sound Recognition/Phonemic Awareness
Test 2: Sound-Symbol Relationships
Test 3: Spelling
Test 4: Word Reading
Test 5: Syllable Division
Test 6: Word Identification

Beyond The Code

Stories to develop reasoning and comprehension skills.

The *Beyond The Code* series includes stories to develop reasoning and comprehension skills. Reading selections follow the phonetic sequence of *Explode The Code*, allowing students to apply phonics skills to connected text and build meanings.

Think About It!

1. How are a washer and a dishwasher different? _____
   _____
2. Why don't animals wear clothes? _____
3. Name an animal that looks like a lizard, but is much bigger.
   _____
4. Why is it risky to have a dog or cat in the city? _____
   _____
5. Why was Keegan the rat so popular? _____
   _____
6. How did Shandra feel as she was deciding which pet to borrow?
   _____
7. How can you tell which animal is right for your family?
   _____
8. Which animal would you borrow if you could? _____
   Why? _____

Let's Try More Reasoning!

Peanuts are to **crunchy**, as gum is to _____.
Think: Peanuts are **crunchy**, and gum is _____.
Now try these:
Grass is to **green**, as sky is to _____.
Kitten is to **soft**, as stone is to _____.

46

Beyond The Code, Book 4
The comprehension questions for each story focus on analytical and inferential thinking skills.

Beyond The Code, Book 1
Beginning readers will enjoy the story lines and character development of multi-part stories.

Zack the Dog PART 2

Yip! Yip! Yip! Yip!
What is it? Zack sits up.
Zack runs to the back. On the deck sits a pup.
It's his pal, Red! Zack runs to the door.
He wags his tail and jumps up on the door.
Zack just can not be still.
(But you can tell, he's not a bit ill.)

15

Zack the Dog PART 1

Zack, the pup, is sad.
He will not wag his tail.
Zack, the pup, is sad.
He will not run. He will not play.
He just sits and will not eat.
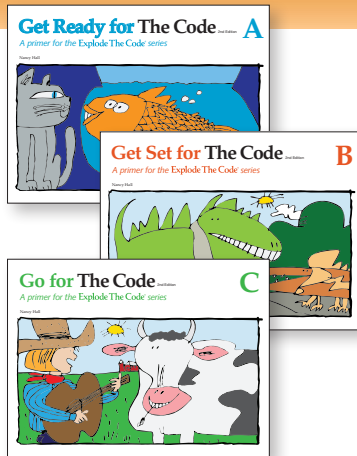You can tell; Zack is not a bit well.

Is Zack sick? Is he ill?
Will Miss Pim give him a pill?

5

Explode The Code® Second Edition

What materials do I need to implement the print and online program?

Pre-K-1
Primers: Pre-Literacy Workbooks A, B, C Get Ready, Get Set, Go for The Code.
Focus: visual identification of consonants, their written lowercase letter forms and their sound-symbol relationships.

Supportive Materials: Wall Chart and Activity Book, Picture Letter Cards, A, B, C

Grades 1-4
Workbooks 1-8 Print and Online
Focus: Phonemic Awareness, Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension and Writing.

Grades 1, 2
Workbooks 1, 2, 3. Focus: Vowel sounds and patterns, consonant review plus initial and ending blends.

Supportive Materials: Wall Chart and Activity Book, Code Cards, Primary Phonics Storybooks–Sets1 and 2.

Grades 2, 3
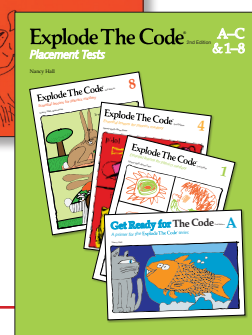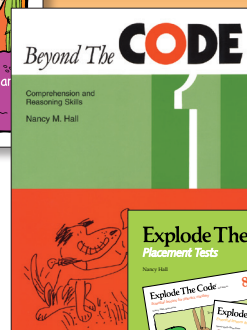**Workbooks 4 and 5**. Focus: Foundational elementary grade literacy skills.

Supportive Materials: Primary Phonics Storybooks–Sets 3 and 4.

Grades 2, 3, 4
Workbooks 4 through 8. Focus: Word Study and Structural Analysis.

Supportive Materials: Primary Phonics Storybooks–Sets 5 and 6.
Workbooks 4 through 8 and Beyond The Code. Comprehension and Reasoning.

Half Books. Focus: More practice with skills in workbooks 1-6.

Beyond The Code. Focus: Comprehension, Reasoning Skills, and Vocabulary. Teacher Guides with detailed lesson plans are available for Books A, B, C, for Books 1–8, and for English Language Learner instruction.

Placement Test is a criterion-referenced diagnostic tool to assess skills and determine appropriate placement into Explode The Code books.

Based on Leading Reading Research

Jeanne Chall's *Learning to Read: The Great Debate*—an extensive review of classroom, laboratory and clinical research revealed the efficacy of direct explicit, systematic teaching of decoding skills. Chall concluded that **code emphasis programs produced better results**, "not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction—comprehension and possibly even speed of reading".

Additionally, Marilyn Jaegar Adams renowned literacy expert states in her book *Beginning to Read* "Research indicates that **the most critical factor beneath fluent word reading is the ability to recognize letters, spelling patterns and whole words**, effortlessly automatically, and visually...all reading instruction and comprehension depends critically on this ability."

Program Pedagogy

A "code-centric program", based on the Orton-Gillingham approach to reading instruction that specifies multisensory, structured, sequential, cumulative and flexible—*Explode The Code* **offers a complete systematic phonics program for the elementary grades**.

Critical to the program are carefully selected and sequenced phonetic elements and patterns presented in print workbooks or online. The program also offers multiple exposures and multiple representations of words that illustrate the many decoding elements.

Available in both Print and Online!

4th Edition

WORDLY WISE 3000®

- Research-based practice activities align with current state and national standards
- Turn-and-talk activities provide students with opportunities to engage with their peers
- Reading passages offered at two levels—on grade level and below grade level written at a lower Lexile® measure
- Differentiated instruction included for flexible implementation
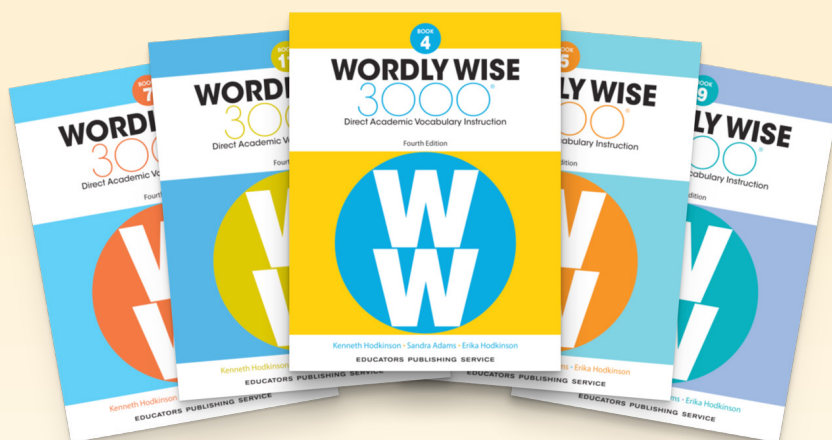
To learn more, visit epsbooks.com/ww4th

For both programs, students can practice and master their vocabulary with Quizlet—a fun and engaging learning application that can be used anywhere at any time, providing added value for both teachers and students.

WORDLY WISE i3000™

- Practice activities are self-paced and automatically scored, providing instant feedback to both students and teachers
- Teachers oversee social sharing and interaction—a feature that provides motivation, engagement, and additional support
- Teachers seamlessly assign the appropriate on-grade- or below-grade-level reading passage

To learn more, visit epsbooks.com/i3000

LEVEL 7

School Specialty®
Instruction & Intervention

ePS

tel 800.225.5750 fax 888.440.2665
epsbooks.com

Connect with Us!

Learn more at epsbooks.com/connect

Scan this code to visit our website

328861