



## **EXPLODE THE CODE ONLINE OVERVIEW**

### **Explode The Code Online**

*Explode the Code Online* is a phonics-based reading program that students can use independently. It provides explicit and direct instruction using an Orton-Gillingham approach.

Literacy requires introduction and *reinforcement* of component skills, both inside and outside the classroom.<sup>1 2</sup> The Center for the Improvement of Early Reading Achievement advocates systematic teaching of the five critical components of literacy acquisition: phonemic awareness, phonological awareness, fluency, vocabulary, and reading comprehension.<sup>3</sup> Children learn phonemic awareness best when they focus on one or two phonemes at a time, rather than multiple phonemes at once. Thus, a program that can isolate the skills for reinforcement will be more effective. Systematic and explicit teaching of phonemic awareness and phonics is especially critical for children who are at risk for reading failure; this process can be greatly facilitated by support programs that provide a systematic breakdown of skills. The digital *Explode The Code Online* program used in TutorWorks programs provides such systematic and explicit instruction, while the TutorWorks model offers this instruction in a fun and engaging way.

The *Explode The Code Online* series, published in print form by EPS, is a complete systematic phonics program. The *Explode The Code Online* digital curriculum provides phonics-based instructional material with strong auditory reinforcement. Its research foundation is demonstrated in a white paper by Beth Davis titled *Research-Based Reading* available at EPSBooks.com. The *Explode The Code Online* series provides systematic and direct teaching of phonics, which is an important part of effective reading programs.<sup>4 5 6 7</sup> The *Explode The Code Online* series fosters successful reading skills through the firm establishment of the alphabetic principle.<sup>8 9 10</sup> Moreover, the series develops the important skill of phonological awareness.<sup>11 12 13</sup> Finally, sound/symbol correspondences, which permit words and text to be decoded and encoded, are developed and practiced to achieve fluency and automaticity; these skills are critical to the development of good reading skills.<sup>14 15 16</sup> Since many struggling readers do not develop sufficient phonological awareness, even after years of normal reading instruction, and must perform extra practice in a structured way,<sup>17</sup> the curriculum develops auditory processing skills, including phonological awareness, which are considered critical to the acquisition of word attack skills.<sup>18 19 20 21</sup>

*Explode The Code Online* is mastery based. It includes data-driven instruction and provides additional practice for students in areas of need before moving on to more complex skills, an important instructional strategy for developing student literacy skills.<sup>22</sup> The student's needs are constantly being reassessed and the curriculum material changes accordingly. In this way, students who need further reinforcement receive additional practice in those particular areas. *Explode The Code Online* includes directed instruction and directed practice, two instructional strategies that promote student learning.<sup>23 24</sup> In addition, *Explode The Code Online* develop students' fluency and generalization skills. Students are given multiple reviews of the literacy concepts and skills, specific feedback after each exercise completed, reviews in multiple contexts through the different activities, and cumulative reviews throughout the program.<sup>25</sup>

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- <sup>22</sup> Rasinsky, T. V., et al. (2006). *Fluency Instruction: Research-Based Best Practices*. Guilford Press.
- <sup>23</sup> Goldenberg, C. (2004). *Literacy for All Children in the Increasingly Diverse Schools of the United States*. International Reading Association.
- <sup>24</sup> August & Shanahan.
- <sup>25</sup> Goldenberg, 2004.



Explode The Code Online - Scope and Sequence


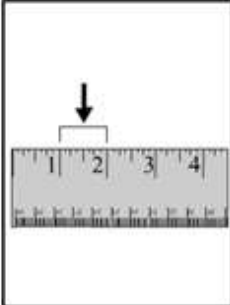

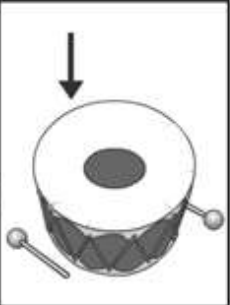
Learning Objectives	Skills Covered	Grades*	ETC Book Reference
Short vowels	<ul style="list-style-type: none"> <li>• Short <i>a</i></li> <li>• Short <i>a</i> with final consonants</li> <li>• Short <i>i</i></li> <li>• Short <i>u</i></li> <li>• Short <i>e</i></li> <li>• Short <i>o</i></li> </ul>	1–3	Book 1
Initial and final consonant blends	<ul style="list-style-type: none"> <li>• Initial blends (<i>bl, cl, fl, gl, sk, sl, pl, cr, dr, gr, br, fr, pr, tr, sm, sn, sp, st, sw, tw</i>)</li> <li>• Final blends (<i>mp, sk, st, fr, lt, nt, lf, lp, nd, nk</i>)</li> </ul>	1–3	Book 2
Long vowel sounds (open syllables and silent –e), consonant digraphs and trigraphs	<ul style="list-style-type: none"> <li>• <i>y</i> as a vowel</li> <li>• Silent-<i>e</i></li> <li>• Consonant digraphs (<i>sh, th, wh, ch, -tch, -ng, -ck</i>)</li> <li>• Vowel digraphs (<i>ee, ea, ai, ay, oa, ow</i>)</li> </ul>	1–3	Book 3
Compound words, word endings, syllable division, and syllable types	<ul style="list-style-type: none"> <li>• Compound words</li> <li>• Common word endings (<i>-ful, -ing, -est, -ed, -ness</i>)</li> <li>• Syllable types (open, closed, <i>Cle</i>, silent-<i>e</i>, digraph)</li> <li>• Syllabication with 2- and 3-syllable words</li> </ul>	1–3	Book 4
Word families, 3–letter blends, <i>qu</i> , sounds of – <i>ed</i>	<ul style="list-style-type: none"> <li>• Sounds of <i>-ed</i></li> <li>• Words ending in <i>-ey</i></li> <li>• Word families (<i>all-alk, old-olt-oll, ild-ind</i>)</li> <li>• 3-letter blends (<i>thr-, shr-, scr-, str-, spr-, spl-</i>)</li> <li>• <i>qu</i> words</li> </ul>	2–4	Book 5
<i>R</i> -controlled vowels, diphthongs	<ul style="list-style-type: none"> <li>• <i>r</i>-controlled vowels (<i>ar, or, er, ir, ur, war, wor</i>)</li> <li>• Silent letters (<i>-igh</i>)</li> <li>• Vowel diphthongs (<i>oo, ea, ie, oi, oy, ou, ow, au, aw, ew, ui, ue</i>)</li> </ul>	2–4	Book 6
Soft <i>c</i> and <i>g</i> , silent consonants	<ul style="list-style-type: none"> <li>• Soft <i>c</i> and <i>g</i></li> <li>• Silent letters (<i>-dge, -mb, kn, wr, silent t, silent h, ph</i>)</li> <li>• Sounds of <i>ear</i></li> <li>• <i>ei</i> and <i>eigh</i> words</li> </ul>	2–4	Book 7
Suffixes and endings	<p>Common suffixes and endings including:</p> <ul style="list-style-type: none"> <li>• <i>-ness, -less, -ous, -or</i></li> <li>• <i>-ist, -ity, -ture, -ment</i></li> <li>• <i>-able, -ible, -sion, -tion</i></li> <li>• <i>-ance, -ence, -tive, -sive</i></li> <li>• <i>-ify, -ize, -ti-, -ci-</i></li> </ul>	2–4	Book 8

\* Grade approximations are provided for general reference and are not meant to be followed strictly.





Explode The Code Online - Exercise Templates



These templates are provided to aid you in correlating information in the *Curriculum Performance* reporting to specific templates your students are using.

Task Description Complete	Shorthand Description	Sample
Student chooses the picture that begins with the sound of the letter shown on the screen.	match pic with same sound	<p style="text-align: center;">i i says /i/ as in </p> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"></div><div style="text-align: center;"></div><div style="text-align: center;"></div></div>
Student chooses the word below that matches the word above.	match the same word	<p style="text-align: center;">dad</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"><div style="border: 1px solid gray; border-radius: 15px; padding: 5px 20px; background-color: #e0e0ff;">dad</div><div style="border: 1px solid gray; border-radius: 15px; padding: 5px 20px; background-color: #e0e0ff;">bad</div><div style="border: 1px solid gray; border-radius: 15px; padding: 5px 20px; background-color: #e0e0ff;">dab</div></div>

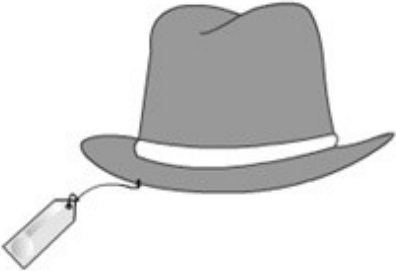




<p>Student chooses the picture that represents the word on the screen. The student then types the word.</p>	<p>match pic then type word</p>	<div data-bbox="760 212 1446 516"></div> <p data-bbox="1068 569 1127 604">hat</p> <hr data-bbox="743 667 1458 716"/>
<p>Student drags down a word from the top to match the picture shown on the screen.</p>	<p>drag word to match pic</p>	<div data-bbox="743 772 1300 926"><p data-bbox="748 779 808 814">pig</p><p data-bbox="748 827 813 863"><del>pill</del></p><p data-bbox="748 884 808 919"><del>sit</del></p><p data-bbox="992 772 1057 814"><del>win</del></p><p data-bbox="992 827 1073 863">mitt</p><p data-bbox="992 884 1052 919">pin</p><p data-bbox="1235 779 1295 814">wig</p><p data-bbox="1235 827 1295 863"><del>fin</del></p></div> <div data-bbox="987 1003 1219 1213"></div> <hr data-bbox="743 1234 1458 1283"/>



<p>Student chooses from two letters or groups of letters to spell the word that describes the picture.</p>	<p>choose letters spell pic</p>	<p>p b r a d t</p> 
<p>Student chooses the word that describes the picture on the screen.</p>	<p>match word with pic</p>	 <p>luck back duck</p>




<p>Student chooses the sentence that describes the picture.</p>	<p>match sentence with pic</p>	<p><input type="checkbox"/> The bat can wag.</p> <p><input type="checkbox"/> The hat has a tag.</p> 
<p>Student drags down letters or types the word to describe the picture.</p>	<p>spell pic</p>	<p>a b g i l n p s t w y</p>  <p>_____</p> <p>_____</p> <p>_____</p> 
<p>Student answers <i>yes</i> if the sentence describes something that is true or likely to be true. Student answers <i>no</i> if the sentence describes something that isn't true or isn't likely to be true.</p>	<p>yes/no</p>	<p>Can a block run?</p> <p><input type="checkbox"/> No                      <input type="checkbox"/> Yes</p>



<p>Student drags down a word from the top to fill in the blank part of the sentence.</p>	<p>fill in the blank</p>	<p>traffic      <del>Tennis</del>      happen rabbits      <del>baseball</del>      <del>ladder</del> <del>pepper</del>      button      summer <del>attic</del></p> <p>He has three soft pet _____.</p>
<p>Student answers questions about reading passage.</p>	<p>reading passage</p>	<p>Ella Cinders had a chance to go to a fancy ball at the royal palace. She wore a lovely long, blue, lacy gown with a jewel necklace and a ruby red bracelet. Dressed up so splendidly she looked like a real princess. The charming prince asked her twice to dance, but she would not. She decided she would rather relax, drink apple cider, and eat ice-cream sandwiches on the cool, breezy terrace. It was too hot to dance, her face felt warm, her glass slippers were too tight, and she hated the slow music. Why didn't they play rock and roll?</p> <p style="text-align: right;"><a href="#">Questions</a></p>
<p>Student chooses syllables to make new words to fill in the blank parts of the sentences.</p>	<p>fill in the blank- syll</p>	<p>castle      wich      sand</p> <p>Towers and walls made of sand _____</p> <p>Two slices of bread with filling between them _____</p>





<p>Student unscrambles the syllables to make a word that fits the meaning written on the screen.</p>	<p>unscramble syllables</p>	<p>not worth much</p> <p>ue val less</p> 
<p>Student chooses the correct word to finish the sentence or question.</p>	<p>finish question</p>	<p>If someone has a good sense of humor, is that person</p> <p><input type="checkbox"/> humorous?</p> <p><input type="checkbox"/> hazardous?</p>



<p>Student separates the word into word parts or syllables.</p>	<p>separate words</p>	<p style="text-align: center;"> </p> <p style="text-align: center;">maybe</p>
-----------------------------------------------------------------	-----------------------	-------------------------------------------------------------------------------