



Print

Online

Grades PreK-4

MTSS 

PROGRAM OVERVIEW

Reading Success with Direct Phonics Instruction

“

The simplicity of
this program is
in my opinion its
biggest asset.”

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!**

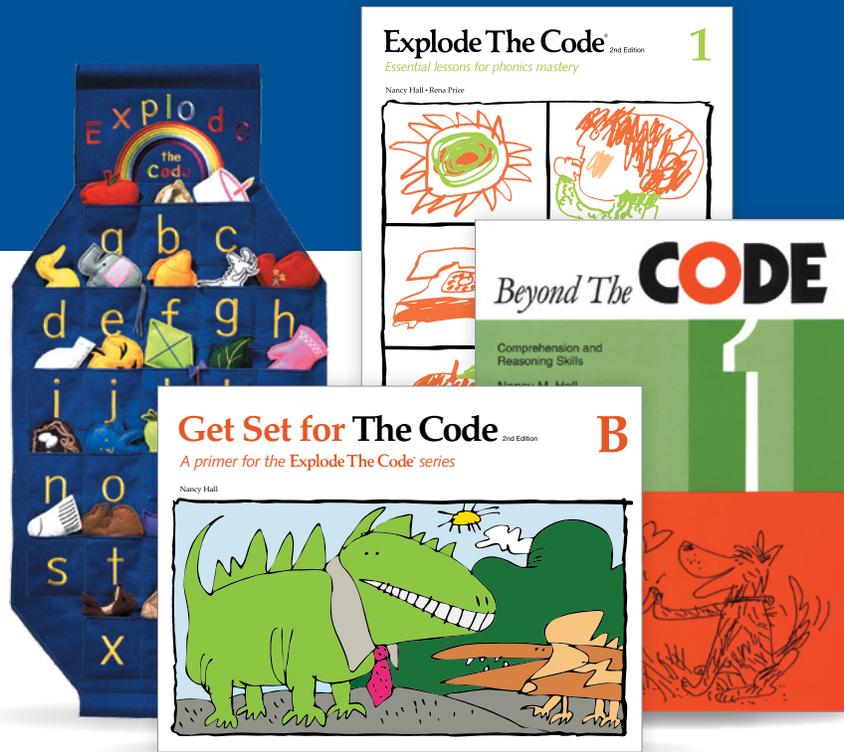
The **Explode The Code®** series has helped millions of students build the essential literacy skills needed for reading success: phonological awareness, decoding, comprehension, and spelling. Consistent exercise formats with simple directions and concrete examples allow students to work and learn independently.

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 phonemic awareness and 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!

“I think this is one of the best programs out there... gets the point across but fun”



Build **Essential Literacy Skills** needed for Reading Success

PreK-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 2-4

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

Beyond The Code Books 1-4

Grades 1-4

Explode The Code Books 1-8 (Print & Online) focus on Phonemic Awareness, Phonological Awareness, Phonics, 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

“It is so simple, but manages to teach so much”

Explode The Code Workbooks



Student Workbooks

Proven multisensory, sequential phonics instruction at your fingertips.

PreK-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 PREK-1

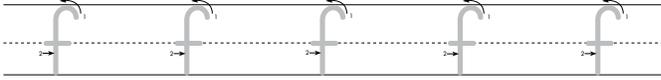
Pre-Literacy Primer Workbooks

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.

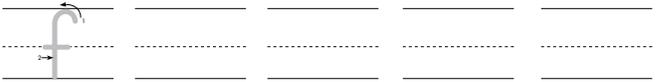
The **Teacher's Guide** for Workbooks A, B and C expands on the skills presented in these books, providing teachers with various options for instruction and reinforcement. The wide variety of activities may be adapted for whole-class, small-group, and one-on-one learning situations.



Trace the letters.



Copy the letter.



○ each picture whose name begins with f. Write f below those pictures.



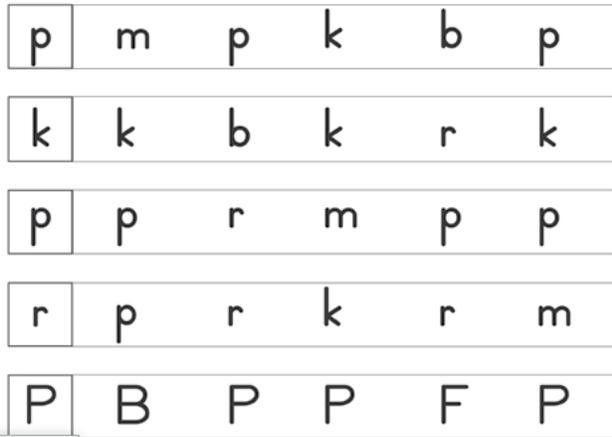
Get Ready for The Code Book A

Students practice fine-motor skills and letter formation through tracing and writing consonants.

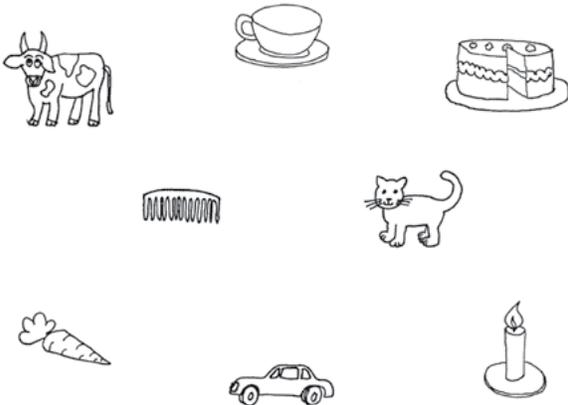
Get Set for The Code Book B

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.



Listen; then follow the directions.

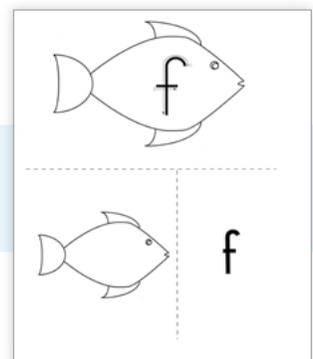


6

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.





Grades 1-4

Explode The Code Books 1-8

focus on Phonemic Awareness, Phonological Awareness, Phonics, Comprehension, and Writing.

Explode The Code Half Books

focus on more practice with skills in workbooks 1-6.

Books 1 and 1 1/2 Consonant review
Short vowel sounds

Books 2 and 2 1/2 Initial and final
consonant blends

Books 3 and 3 1/2 Long vowels,
Digraphs, Trigraphs

Books 4 and 4 1/2 Compound words,
Common endings,
Syllable types

Books 5 and 5 1/2 Word families,
Blends, Sounds of
-ed

Books 6 and 6 1/2 r-controlled vowels,
Diphthongs

Book 7 Silent consonants,
Word patterns

Book 8 Advanced suffixes
and endings

GRADES 1-4

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.

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.

| Spell. | | | | | Write. | | |
|---|---|---|---|---|--------|---|-----|
|  | f | l | a | c | i | n | fan |
|  | m | n | a | d | m | n | |
|  | k | s | c | a | d | g | |
|  | r | w | a | k | n | t | |
|  | p | v | g | a | d | n | |
|  | r | c | a | t | n | | |
|  | t | h | a | c | t | m | |

13

Book 1
Students blend letter sounds to encode words using phonetic knowledge and sound-symbol relationships.

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

Match and write it.

| | | | |
|---|----------------|---|-----|
| hat | bat | mat | bat |
| pat | rat | sat | cat |
|  | bat |  | |
|  | |  | |
|  | |  | |
|  | |  | |

6

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!



Lesson 7 • Review Lesson

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

55

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 teenager gentleman | sponge cake gerbil vegetables | postage stingy 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. | | |

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Book 7

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

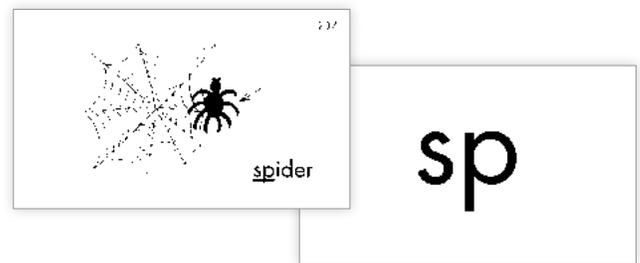




GRADES 1-4

Books 1½-6½

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 Books 1-6 for easy classroom management.



Code Cards (1 card for every concept introduced in Books 1-3 ½) 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.

Match and write it.

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

| | |
|--|---|
|  mule |  |
|  |  |
|  |  |
|  |  |

4

Book 3 ½

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

row / boat

○ 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 4 ½

| | 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 6 ½

Beyond The **CODE**



Stories to develop reasoning and comprehension skills.

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.



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 _____

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Beyond The Code, Book 4

The comprehension questions for each story focus on analytical and inferential thinking skills.

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?

Zack the Dog PART 2

Yip! Yip! Yip!
 Is it? Zack sits up.
 Miss Pim runs to the back. On the deck sits a pup.
 Miss Pim, Red! Zack runs to the door.
 Miss Pim wags his tail and jumps up on the door.
 Miss Pim just can not be still.
 Miss Pim, you can tell, he's not a bit ill.)



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Beyond The Code, Book 1

Beginning readers will enjoy the story lines and character development of multi-part stories.

Explode The Code

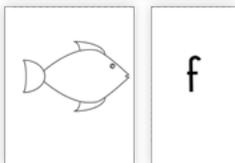
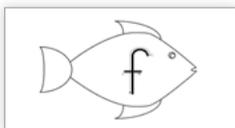
Supporting Materials



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.

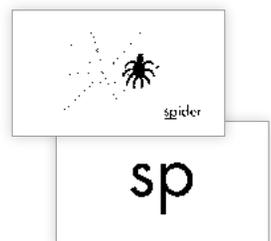


Ready, Set, Go Picture-Letter Cards

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.



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

Explode The Code Vocabulary

| Nouns | Verbs |
|-------|-------|
| crab | crack |
| crib | drag |
| cross | drip |
| dress | drill |
| drum | grill |
| grass | grin |

| HUW List |
|----------|
| held |
| litle |
| more |

Vocabulary for English Language Learners

| Nouns | Verbs | Adjectives |
|-------|---------|------------|
| crop | crum | crabby |
| drill | cross | cracked |
| drip | drill | cross |
| grill | crash | green |
| | draw | grim |
| | dress | gruff |
| | grab | |
| | grilled | |
| | grip | |

Leveled Sentences

Set 1

I will grin.
I see the crab.
Dad has a drill.
I will drop it.

Set 2

She will grab the drum and play.
We will grill hot dogs.
I play in the grass and grin.
The sink weat, "Drip, drip, drip, drip!"

Set 3

The crab will cross the grass.
She dropped the drum and cracked it.
Dad helped the cross sit get in the crib.
She grinned when she saw her new dress.

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.

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

- Demonstrate the short *a* sound several times. Say, "A says /ă/, /ă/, apple, /ă/, /ă/, /ă/."
- 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.
- Show children how to make a monster face by opening their mouths wide, showing their teeth, and extending their chin. Then say, "Open your mouths wide like a fantasy monster and say /ă/, /ă/, /ă/. Say the short *a* sound loudly and harshly." (Even 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.)
- 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 /s/, while blowing the sound out softly. Show children how to force out the sound when speaking English.

Short e

- Demonstrate the short *e* sound several times. Say, "E says /ĕ/, /ĕ/, egg, /ĕ/, /ĕ/, /ĕ/."
- 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.
- Tell children a story about a very old man who could never hear. Draw his ears using loopy lines. 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, "eeeh?" Then point to the *e* and have students practice the *e* sound.
- 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

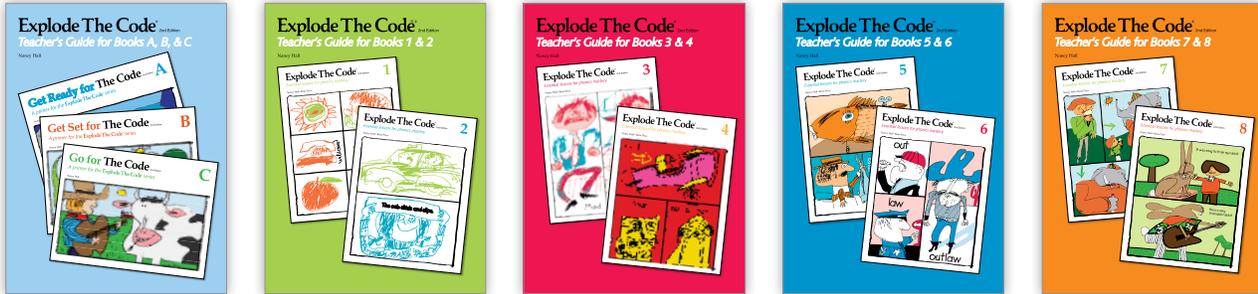
Pronunciation of short *i*. To ensure that children are not pronouncing the Spanish *i*, which sounds like the English *ee*, tell them to scrunch their lips up tightly when pronouncing the English short *i*.

Short i

- Demonstrate the short *i* by pronouncing it several times. Say, "I says /ĭ/, /ĭ/, insect, /ĭ/, /ĭ/, /ĭ/."
- 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.

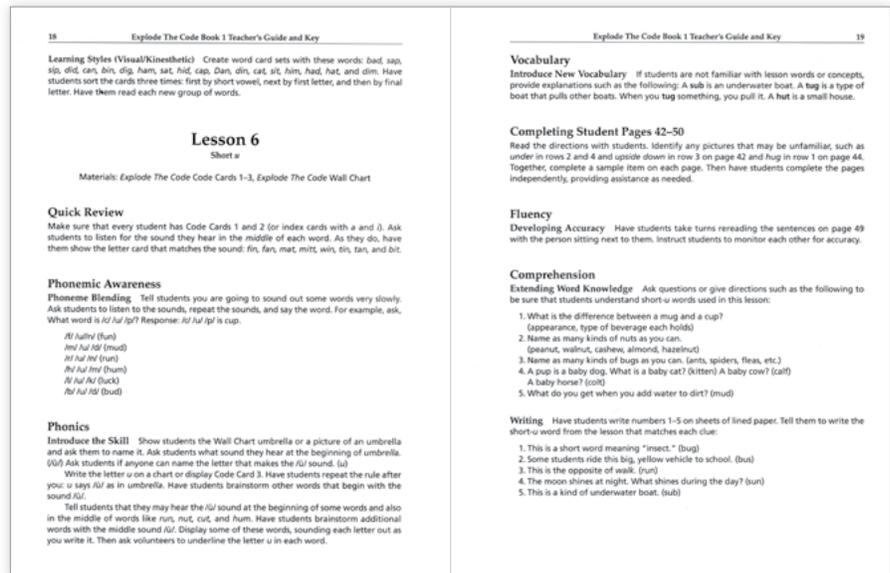


Teacher's Guides

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.

Teacher's Guide 1 and 2

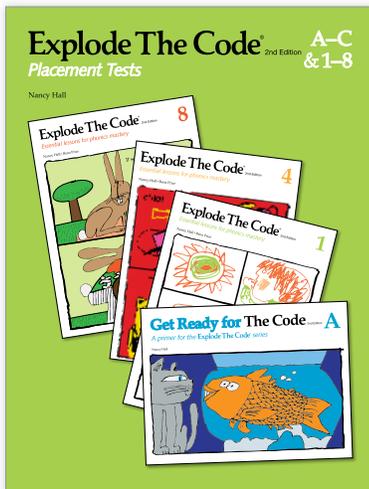
Lessons incorporate Code Cards, Picture Letter Cards and Wall Chart activities.



Explode The Code Placement Tests

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 are 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



Explode The Code®

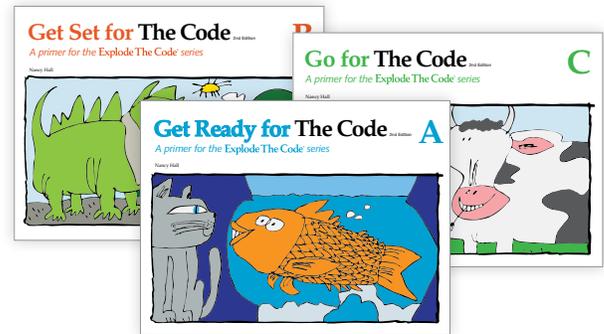
What materials do I need to implement the print program?

PREK-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

Focus: Phonemic Awareness, Phonological Awareness, Phonics, Comprehension and Writing.

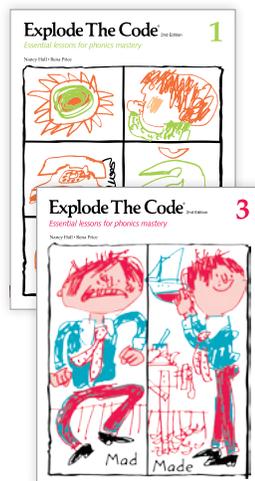
Grades 1, 2

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.



Grades 2, 3

Workbooks 4 and 5

Focus: Foundational elementary grade literacy skills.

Grades 2, 3, 4

Workbooks 4 through 8

Focus: Word Study and Structural Analysis.

Supportive Materials: Workbooks 4 through 8 and Beyond The Code. Comprehension and Reasoning.

Half Books

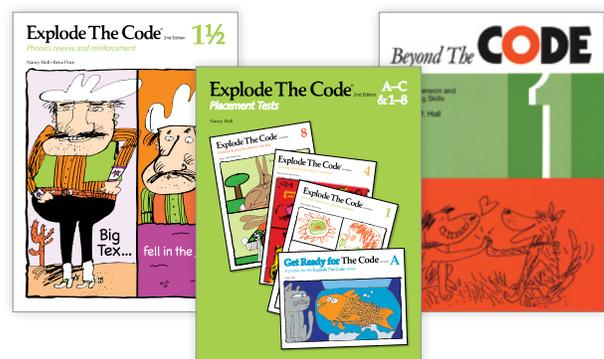
Focus: More practice with skills in workbooks 1-6.

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

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





Explode The Code[®] Online

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!

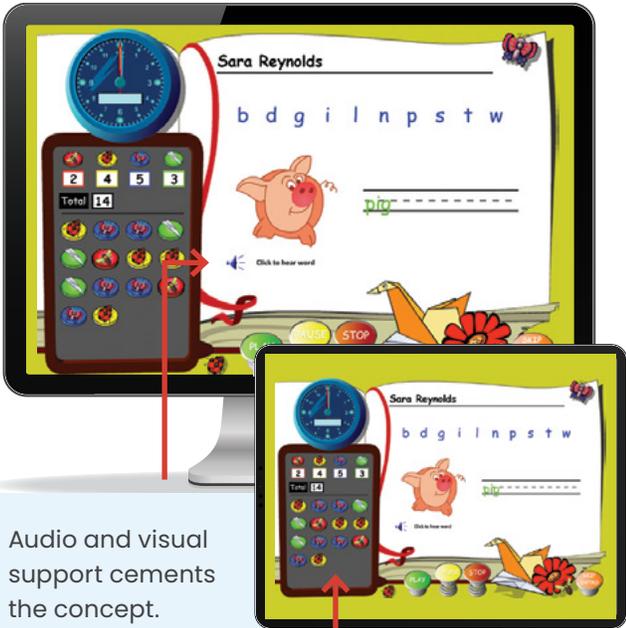




Student Experience

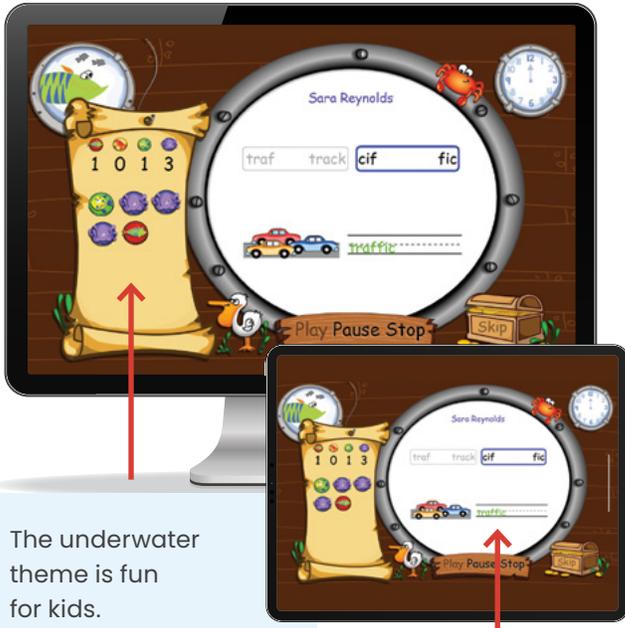
Students are guided along fun learning activities, and receive adaptive instruction based on their proficiency level.

Explode The Code *Online*



Audio and visual support cements the concept.

Students enjoy collecting point icons on their dashboard!



The underwater theme is fun for kids.

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



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.

Explode The Code[®]
Online

Grades 1–4

Explode The Code Books 1–8 focus on Phonemic Awareness, Phonological Awareness, Phonics, Comprehension, and Writing.

| | |
|----------------|--|
| Books 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

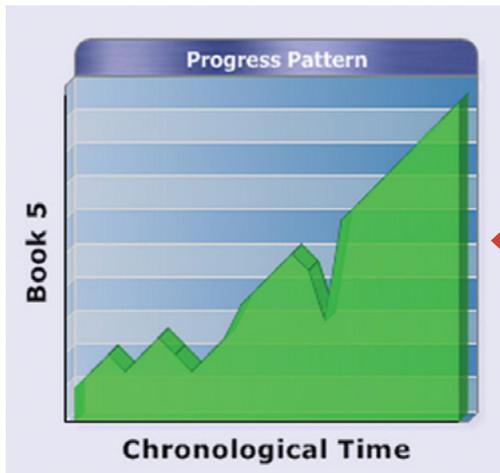
Ongoing progress monitoring includes:

- ✓ Daily, weekly, and monthly progress reports
- ✓ Skills mastered
- ✓ Potential problem skills and more

PERFORMANCE LEVELS TABLE

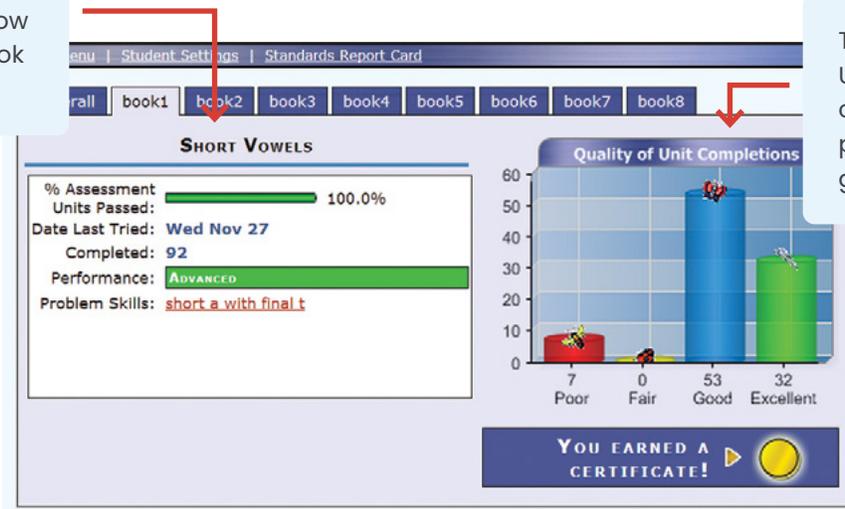
| | Skill Description | Performance | Units Tried | Date Last tried |
|------|---|-------------|-------------|-----------------|
| 1 | Compound words | ADVANCED | 6 | Feb 16 |
| 2 | Common endings: -ful, -ing, -est, -ed, -ness | ADVANCED | 11 | Mar 16 |
| 3 | Syllable division between double consonants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

The Performance Levels Table helps teachers gauge skills work.



Progress Pattern report shows an easy to use graphic of growth over time.

Reports clearly show each student's book and skill area.



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

The reporting dashboard of the unit activity highlights any problem skills, and provides quick at-a-glance data.

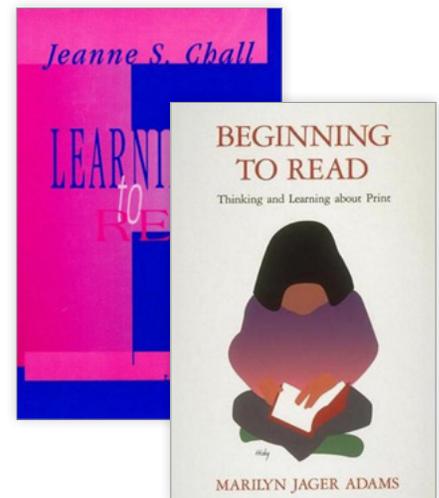
Research & Pedagogy



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.



Direct Academic Vocabulary Instruction Available in both Print and Online!

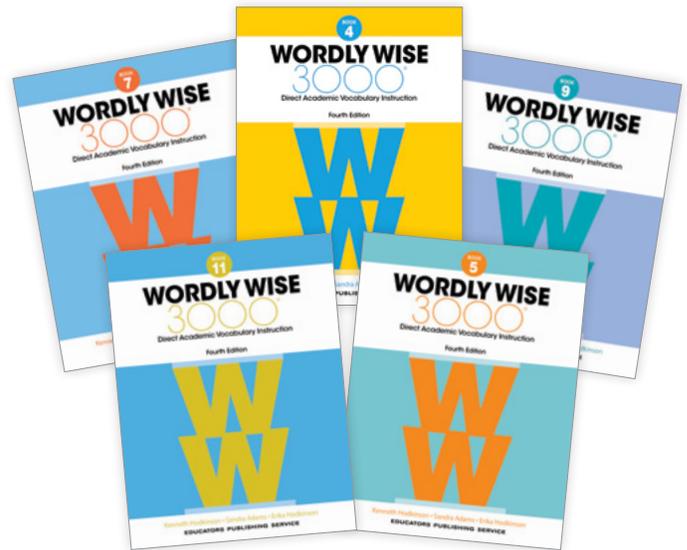
Print

Online

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- ✓ Reading passages offered at two levels—on grade level and below grade level written at a lower Lexile® measure
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