

USER GUIDE

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*Note: If the account administrator will also act as the sole teacher on a subscription, you do not need to set up a teacher account. See page 30 for student setup information.

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About Explode The Code[®] Online

Explode The Code®

A Supplementary Program for Beginning Readers by Nancy M. Hall and Rena Price Grades K–4

Background Information

Explode The Code® is a well-known series of workbooks by EPS School Specialty. The series provides a sequential, systematic approach to phonics in which students blend sounds to build vocabulary and read words, phrases, sentences, and stories. Frequent review of previously learned concepts helps increase retention. Each workbook in this series contains exercises that incorporate reading, writing, matching, and copying. The consistent format of the books helps facilitate independent work. For more information about the program, please visit our Web site at intervention.schoolspecialty.com/ETC.

The *Explode The Code* series contains Books 1–8 as well as six "half" books which provide additional practice for the skills introduced in Books 1–6. A majority of the content presented in *Explode The Code Online* comes from Books 1-8, and some additional content is taken from the "half" books.

Explode The Code also features several teacher components, including Teacher's Guides, a supplementary guide for English Language Learners, and a placement test. You can visit intervention.schoolspecialty.com/ETC to learn more or to see how to place an order.

How does Explode The Code Online differ from the book form?

Explode The Code Online was developed by CurriculaWorks, a California company founded to create high-quality online curricula and longitudinal evaluation of curricula and student performance.

Explode The Code Online content presents the content of *Explode The Code* Books 1–8. The obvious difference is the interactive format. A few of the *Explode The Code* book exercises (e.g., handwriting) have been eliminated in *Explode The Code Online* because they don't lend themselves to an online delivery format.

Two distinctive features of *Explode The Code Online* are its adaptive technology and its assessment and reporting capability. The adaptive technology allows the software to adjust the content it delivers automatically according to the student's performance. If a student is struggling with a specific skill, the program moves her further back in the sequence; if a student performs well, it skips ahead. *Explode The Code Online's* underlying assessment capability drives individualized instruction and simplifies progress monitoring and reporting.

Placing and Assessing with the Intellitutor

Explode The Code Online features CurriculaWorks' *Intellitutor*, a sophisticated programbranching technology. The *Intellitutor* embeds assessment within the program. It analyzes student accuracy and speed to determine the pace of advancement through the curriculum.

Assessment Zones

Assessment Zones are cumulative review lessons throughout *Explode The Code Online* that also serve as placement lessons. When a student successfully completes an Assessment Zone the student is immediately jumped to the next Assessment Zone. This process continues until the student completes the curriculum with proficiency or fails an Assessment Zone. When a student fails to pass an assessment zone he/she is then placed into the first unit associated with the Assessment Zone. A student beginning the program is placed in the first Assessment Zone by default. Teachers may also place students manually at another Assessment Zone or unit in the series. See page 43 for more information on manual placement.

Branching

Completion of a unit determines which activity will come next in a student's sequence. A student must achieve greater than 71%^{*} accuracy to advance to the next skill. When students fail to advance, they are placed in easier units that practice the same skill. Speed is assessed relative to all other students using *Explode the Code Online*. A slower completion time does not prevent a student from advancing in the curriculum; however, a faster completion time can accelerate the student through the curriculum. When students demonstrate 100% accuracy and a fast speed on these easier units, they are placed in harder units of the same skill.

In this way, *Explode The Code Online* is able to deliver completely individualized instruction to each student. Students work *only* on areas of need, so time spent on the curriculum is used to its fullest potential.

^{*} 71 percent typically means that a student misses two items in a given unit. Accuracy is determined by the number of incorrect answers, not the percentage of correct answers.

Student Feedback

Explode The Code Online provides continuous feedback. For each item, the student receives verbal acknowledgement of a right or wrong answer. After completing each unit, the student receives a badge on the chalkboard. The color of the badge (red, yellow, blue, or green) reflects the student's performance. The chalkboard displays performance data related to each individual online session. This color-based system is also used in the management system to report progress to parents, teachers, and administrators. Each badge also contains an image (bumble bee, ladybug, butterfly, or airplane). The meaning of each badge is described below.

Badge	Performance
	< 71% accuracy
Bumble bee	
Ladybug	>71% accuracy and <100% accuracy, but slow relative to other students
Ludybug	>710/ accuracy and
Butterfly	>/1% accuracy and <100% accuracy at a standard speed relative to other students
Butteriny	
	fast speed relative to other students
Airplane	

Teacher/Administrator Reports

The management system of *Explode The Code Online* offers a number of reporting options to teachers and administrators.

Individual Reports

Detailed diagnostic and summative reports for individual students are viewed via the *Student Summary Report* page. This page also access to the *State Standards Report Card* and the *Account Settings* section which allows the user to view and edit student & account information, curriculum delivery settings, and reward settings. The blue "Book" tabs at the top of the page display information specific to each book of *Explode the Code Online*. As a default, the system displays the book where the student is currently working.



Summary Statistics The white box in the top left hand corner of the page displays summary performance information for overall performance and each book. (To navigate between books, click on blue tabs at the top of the page.) This summary information includes the percent of assessment units passed, the date the student last worked on *Explode the Code Online*, the number of units completed for that book, the performance level and possible problem skills. (Please see the *Performance Levels Table* below for more information on the performance levels.)

Quality of Unit Completions This graph indicates overall performance of the book through its display of the number of badges the student has earned.

Progress Pattern Graph This section provides detailed diagnostic information regarding student skill mastery. Since students cannot advance through the curriculum without demonstrating proficiency in previous units, this graph is a good indicator of student mastery. Click on the graph to see a comprehensive overview of student progress through the curriculum. From this page, you can navigate to the *Progress Pattern Graphs for each book, Potential Problem Skills and Tasks*, and *Detailed Performance Tables*. See page 11 for more information.

Performance Levels Table This table provides a summary of performance on specific books and skills. Performance levels ("Advanced", "Proficient", "Basic", "Below Basic", and "Far Below Basic") are determined by assessing a student's accuracy and

speed in completing a particular skill, comparing these scores to those of all students in the program, and then correlating the results to the performance levels of state mandated tests. Clicking on a row results in detailed data pertaining to the skill or book defined by that row. See page 12 for more information.

initial consonant blends bl, cl, fl, g

initial consonant blends sk, sl, pl

initial consonant blends cr, dr, gr

4 initial consonant blends br, fr, pr, tr

initial consonant blends sm,

6 initial consonant blends st, sw, tw

8 final consonant blends -mp, -sk, -st

final consonant blends -ft, -lt, -nt

10 final consonant blends -lf, -lp, -nd, -n

Assessment - Lessons 1-6

11 Assessment - Lessons 1-10

Usage Calendar This section provides performance statistics at a glance. Clicking on a day on the calendar provides detailed information on student performance for that particular day. Parents find the *Usage Information* page very helpful for understanding their child's progress in the program. See page 12 for more information.

2.0 1.0 0.0 3 2 48 1 Poor Fair Good Excelle

ality of Un



	Progress Pattern
Book 2	
	Chronological Time

Units Tried Date Last Tried

6

lov 22, 200

Nov 23, 2005

Nov 28, 2005

Nov 28, 2005

Nov 29, 2005

Nov 30, 2005

Nov 30, 2005

Dec 01, 2005

Dec 01, 2005

Dec 02, 2005

Dec 02, 2005



49.0

48.0

4.0 3.0

PERFORMANCE LEVELS TABLE

Performance

➤ Possible Problem Skills indicate the areas where the student struggled in the curriculum. Clicking on a link takes you to the Skill Performance Summary report for that skill. The graph and the table in the Skill Performance Summary display the student's progress over time when practicing the skill. Moving your mouse over an icon on the Skill Progress graph displays the specific task provided by that curriculum unit; clicking on the icon leads you to a detailed description of that curriculum unit. The table includes all

Overall Book 1 Book Long Vowel So Digraphs an	ok 2 Book 3 Book 4 E unds, Consonant nd Trigraphs
Percent Assessment Units Passed:	0%
Date Last Tried:	Fri Apr 28 2006
# of Units Completed:	43
Performance Level:	BASIC
Possible Problem Skills:	silent-e words

the units the student has completed that are relevant to the skill, ordered by date of completion.

This section also contains helpful hints on how to improve the skill with instructions for further practice.

	HELP
Explode The Code SILENT - E WORDS Skill performance summary for Shelia Thompson	Logged in: teacher Role: Teacher ain Menu Log Out
tudent Report	
Icon Definitions: Excellent Good Fair Poor A propried with a propried with a place below both display Shelia Thompson's propried within the table below shoth display Shelia Thompson's propried within the table below shoth a propried with a propried within the table below shoth a place below to a detailed description of a detailed descri	Dec 06, 2005 4:08 Dec 06, 2005 4:17 PM 2005 4:17
nit Difficulty Icon Task	Date
-3-1 EASY 💯 Student chooses the word that describes the picture on the screen.	Dec 05, 2005 5:22 P
-3-2 EASY 🥑 Student chooses the word that describes the picture on the screen.	Dec 05, 2005 5:24 P
-3-5 MEDIUM 🥑 Student chooses from 2 letters or group of letters to spell the word that describes the picture.	Dec 05, 2005 5:29 P
-3-7 HARD 🥑 Student chooses the sentence that describes the picture.	Dec 06, 2005 4:08 P
-3-6 HARD Student answers yes if the sentence describes something that is true or likely to be true. Student answers no if the sentence describes something that isn't true or isn't likely to be true.	Dec 06, 2005 4:17 P
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Clicking on any unit id in the table on the bottom of the Skill Performance Summary takes you to the Curriculum Skill Glossary for that unit. Here you can find detailed information regarding the unit including the skill description and sample task picture.

		HELP		
Explode The Code	SILENT - E WORD S Curriculum Skill Glossary: Unit Code	S Logged in: teacher Role: Teacher 3-3-7 Main Menu Log Out		
Student Report				
Skill Description State Standards Coverage SKILL DESCRIPTION • Code: 3-3-7 • Difficulty: HARD • Number of exercises: 7 • Book: Long Vowel Sounds, Consonant Digraphs - • Skill Coverage: silent-e words • Task description: Student chooses the sentence the picture. • Usage: 5690 total completions • Avg time of completion: 1 min 30 s • Currently offered online? Yes	Units Covering the Same Skill SAMPLE TAS and Trigraphs that describes Th Covering	Units Using the Same Task SK PICTURE the cat is on a mat. the rat is on a cat. The rat is on a cat. The rat is on a cat.		
COPYRIGHT	© 2005-2009 CURRICU	ULAWORKS		

You can also find information regarding the state standards covered, units covering the same skill, and units using the same task.

		HELP
xplode The Code	SILENT - E WORDS Curriculum Skill Glossary: Unit Code 3-	Logged in: teache Role: Teache 3-7 Main Menu Log Or
udent Report		
Skill Description State Standards Cover	age Units Covering the Same Skill	Units Using the Same Task
STATE STANDARDS COVERAGE		
California Literacy Standards:		
,		
Grade Kindergarten		
1.0 Word Analysis, Fluency, and Systematic	: Vocabulary Development	
Description: Students know about letters	words and sounds. They apply this know	wedge to read simple sentences
Grade Kindernarten	, words, and sounds. They apply this know	vedge to read simple sentences.
1.0 Word Analysis, Fluency, and Systematic	Vocabulary Development	
Category: Decoding and Word Recognition	n	
Description: Students know about letters	, words, and sounds. They apply this know	wledge to read simple sentences.
Grade Grade 1		
1.0 Word Analysis, Fluency, and Systematic	: Vocabulary Development	
Category: Phonemic Awareness		
Description: Students understand the ba	sic features of reading. They select letter i	patterns and know how to translate them into
spoken language by using phonics, sylla	bication, and word parts. They apply this k	mowledge to achieve fluent oral and silent
reading.		
Grade Grade 1		
1.0 Word Analysis, Fluency, and Systematic	Vocabulary Development	
Category: Phonemic Awareness	ais factures of sending. They establish	antheres and leave have to translate these late
spoken language by using phonics, sylla	bication, and word parts. They apply this L	patterns and know now to translate them into
reading.	bication, and word parts. They apply this k	inomedge to achieve indent oral and sheric
Grade Grade 1		
1.0 Word Analysis, Fluency, and Systematic	Vocabulary Development	
Category: Decoding and Word Recognition	n	
Description: Students understand the ba	sic features of reading. They select letter	patterns and know how to translate them into
spoken language by using phonics, sylla	bication, and word parts. They apply this k	nowledge to achieve fluent oral and silent
reading.		
	POWERED BY	

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		HELP
Explode The Code	SILENT - E WORDS Curriculum Skill Glossary: Unit Code 3-3-7	Logged in: teacher Role: Teacher Main Menu Log Out
Student Report		
Skill Description State Standards C	overage Units Covering the Same Skill U	nits Using the Same Task
UNITS USING THE SAME LASK		
Task:	Student chooses the sentence that describes th	e picture.
Unit: 1-1-7 Difficulty: HARD	Unit: 3-13-7 Difficulty: HARD	Unit: 6-9-7 Difficulty: HARD
Skill: short a with final t	Skill: Assessment - Lessons 10-12	Skill: ie words
Unit: 1-2-7 Difficulty: HARD	Unit: 4-1-7 Difficulty: HARD	Unit: 6-10-7 Difficulty: HARD
Skill: short a with final n, m, d, t	Skill: Compound words	Skill: Assessment - Lessons 6-9
Unit: <u>1-3-7</u> Difficulty: HARD	Unit: <u>4-2-7</u> Difficulty: HARD	Unit: 6-11-7 Difficulty: HARD
Skill: short a with final consonants	Skill: Common endings: -ful, -ing, -est, - ed, -ness	Skill: oi and oy words
Unit: 1-4-7 Difficulty: HARD	Unit: 4-3-7 Difficulty: HARD	Unit: 6-12-7 Difficulty: HARD
Skill: short i	Skill: Syllable division between double consonants	Skill: ou and ow words
Unit: <u>1-5-6</u> Difficulty: HARD	Unit: 4-4-7 Difficulty: HARD	Unit: 6-13-7 Difficulty: HARD
Skill: Assessment - Lessons 1-4	Skill: Syllable division between different consonants	Skill: au and aw words
Unit: <u>1-6-7</u> Difficulty: HARD	Unit: 4-5-6 Difficulty: HARD	Unit: 6-14-7 Difficulty: HARD
Skill: short u	Skill: Assessment - Lessons 1-4	Skill: ew, ul, ue, and ou words
Unit: 1-7-6 Difficulty: HARD	Unit: <u>4-7-7</u> Difficulty: HARD	Unit: 6-15-7 Difficulty: HARD
Skill: Assessment - Lessons 1-6	Skill: Syllable division with open syllables	Skill: Assessment - Lessons 1-14
Unit: <u>1-8-7</u> Difficulty: HARD	Unit: 4-8-7 Difficulty: HARD	Unit: 7-1-6 Difficulty: MEDIUM
Skill: short e	Skill: Syllable division with closed syllables	Skill: c followed by e, i, or y

➡ When you click on the *Progress Pattern Chart* (to the right) a more detailed *Progress Pattern Graph* will be displayed. Each dot in the *Progress Pattern Graph* below represents an *Explode The Code Online* unit. The units in the green assessment zones are used by the *Intellitutor* to place students in the curriculum. Clicking on any dot provides more information regarding the student's performance in that unit. The information in the *Progress Pattern Graph* is especially helpful for assessing student mastery of specific skills.





• Mousing over a dot in the *Progress Pattern Graph* provides summary information regarding the unit. Clicking on a dot takes you to the *Skill Performance Summary* page for the unit (as seen on page 8).

Detailed Performance Levels Tables by Book provide detailed performance reports on every skill covered by *Explode the Code Online*. This table is

		Book Description	Performance	Units Tried	Date Last Tried
	1	Short Vowels	PROFICIENT	59	Nov 22, 2005
[2	Initial and Final Consonant Blends	PROFICIENT	54	Dec 02, 2005
	з	Long Vowel Sounds, Consonant Digraphs and Trigraphs	BASIC	14	Dec 06, 2005

accessed from the "Overall" tab on the Student Summary Page. Clicking on a book level will bring up a detailed performance report.

HELP					
Explode The Code BOOK 2: INITIAL AND FINAL CONSONANT BLENDS Report for Shelia Thompson Log Out					
Student R	eport				
		🚍 Excellent 🚍 Go	ood 📼 Fair 🚍 Poor		
Click on a row to view performance details for that book. Click on a column name to sort by that column.					
Lesson	<u># of Units</u>	Skill Description	Number of Units Completed	Date Last Tried	
1.0	9	initial consonant blends bl, cl, fl, gl	= 5	Tue Nov 22, 2005 03:01 PM	
2.0	9	initial consonant blends sk, sl, pl	7	Wed Nov 23, 2005 03:36 PM	
3.0	9	initial consonant blends cr, dr, gr	6	Mon Nov 28, 2005 03:34 PM	
4.0	9	initial consonant blends br, fr, pr, tr	4	Mon Nov 28, 2005 03:41 PM	
5.0	9	initial consonant blends sm, sn, sp	7	Tue Nov 29, 2005 04:42 PM	
6.0	9	initial consonant blends st, sw, tw	6	Wed Nov 30, 2005 03:34 PM	
7.0	7	Assessment - Lessons 1-6	— 1	Wed Nov 30, 2005 03:37 PM	
8.0	9	final consonant blends -mp, -sk, -st	5	Thu Dec 01, 2005 04:02 PM	
9.0	9	final consonant blends -ft, -lt, -nt	5	Thu Dec 01, 2005 04:12 PM	
10.0	9	final consonant blends -lf, -lp, -nd, -nk	4	Fri Dec 02, 2005 04:12 PM	
11.0	7	Assessment - Lessons 1-10	4	Fri Dec 02, 2005 04:22 PM	
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Daily Session Summaries From the usage calendar, comprehensive daily session reports can be viewed.
 ■



			HELP	
Explode The	Code Si	HELIA THOMPSON Daily Session Summaries	Logged in: teacher Role: Teacher Main Menu Log Out	
Clic	Performance Quality C k on a row to see details for that	Colors: — Excellent — Good — Fair — Poor session day. Click on a column name to sort by that	column.	
<u>Date</u>	Performance	Completed Curriculum Units	<u>Total Time Spent</u>	
Tue Dec 06, 2005	FAR BELOW BASIC	3	7 min 49 s	
Mon Dec 05, 2005	PROFICIENT	8	14 min 2 s	
Fri Dec 02, 2005	PROFICIENT	9	12 min 9 s	
Thu Dec 01, 2005	ADVANCED	12	16 min 2 s	
Wed Nov 30, 2005	Advanced	6	12 min 29 s	
Tue Nov 29, 2005	BASIC	7	14 min 1 s	
Mon Nov 28, 2005	Advanced	10	14 min 4 s	
Wed Nov 23, 2005	PROFICIENT	7	11 min 44 s	
Tue Nov 22, 2005	PROFICIENT	9	13 min 25 s	
Mon Nov 21, 2005	BASIC	4	7 min 17 s	
Fri Nov 18, 2005	PROFICIENT	10	11 min 3 s	
Thu Nov 17, 2005	ADVANCED	11	9 min 35 s	
Mon Nov 14, 2005	BASIC	13	13 min 35 s	
Thu Nov 10, 2005	PROFICIENT	8	11 min 5 s	
Wed Nov 09, 2005	Advanced	5	7 min 31 s	
Mon Nov 07, 2005	ADVANCED	5	5 min 47 s	
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Clicking on any day in the calendar provides summary performance data for that day.



◆ *State Standards Report Card* This report can be accessed from the link at the top of the *Student Summary Report*. Performance levels ("Advanced", "Proficient", "Basic", "Below Basic", and "Far Below Basic") for each standard are determined by assessing a student's accuracy and speed in completing a particular skill, comparing these scores to those of all students in the program, and then correlating the results to the performance levels of users on the California State Standards test. Currently only California and New York State Standards are included but we have plans to include more states in the future. For more information contact support@curriculaworks.com.

If a student has not completed the content in *Explode The Code Online* for a particular standard "no data yet" is displayed. In addition to viewing this information online, an "Export to PDF" link allows you to print or save a PDF version of this report.

		HELP
	Logged	in: teacher
T 1 T C 1	SHELIA I HOMPSON Re California State Standards Report Card	le: leacher
Explode I he Code	Main Men	Log Out
- Online	Student Home	Export to PDF
Performance levels for each standard are det comparing these scores to those of all studer California State Standards test. Currently only future. For more information contact <u>support</u> @	ermined by assessing a student's accuracy and speed in completing a particular sl its in the program, and then correlating the results to the performance levels of u: / California State Standards are included but we have plans to include more states <u>bcurriculaworks.com</u> .	cill, sers on the in the
KINDERGARTEN		
1.0 WORD ANALYSIS, FLUENCY, AND SYS	STEMATIC VOCABULARY DEVELOPMENT	
Concepts About Print		
1.6 Recognize and name all uppercase and	l lowercase letters of the alphabet.	PROFICIENT
Phonemic Awareness		
 Track (move sequentially from sound t sounds as one sound is added, substit consonant-vowel-consonant). 	o sound) and represent changes in simple syllables and words with two and three uted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or	PROFICIENT
1.9 Blend vowel-consonant sounds orally to	make words or syllables.	PROFICIENT
1.11 Distinguish orally stated one-syllable w	ords and separate into beginning or ending sounds.	PROFICIENT
1.13 Count the number of sounds in syllable	es and syllables in words.	no data yet
Decoding and Word Recognition		_
1.16 Understand that as letters of words cha	nge, so do the sounds (i.e., the alphabetic principle).	PROFICIENT
1.0 WRITING STRATEGIES		
Organization and Focus		
1.2 Write consonant-vowel-consonant words	s (i.e., demonstrate the alphabetic principle).	PROFICIENT
Organization and Focus		
1.3 Write by moving from left to right and	from top to bottom.	PROFICIENT
Penmanship		
 Write uppercase and lowercase letters of letters. 	of the alphabet independently, attending to the form and proper spacing of the	PROFICIENT
1.0 WRITTEN AND ORAL ENGLISH LANGUA	AGE CONVENTIONS	
Spelling		
1.2 Spell independently by using pre-phone	etic knowledge, sounds of the alphabet, and knowledge of letter names.	PROFICIENT
1.0. LISTENING AND SPEAKING STRATEG	IES	
Comprehension		
1.1 Understand and follow one-and two-ste	p oral directions.	PROFICIENT
GRADE 1		
GRADE I		
1.0 WORD ANALYSIS, FLUENCY, AND SYS	STEMATIC VOCABULARY DEVELOPMENT	
Concepts About Print		
1.3 Identify letters, words, and sentences.		PROFICIENT
Phonemic Awareness		
1.4 Distinguish initial, medial, and final so	unds in single-syllable words.	PROFICIENT
1.5 Distinguish long-and short-vowel sound	is in orally stated single-syllable words (e.g., bit/bite).	PROFICIENT
1.6 Create and state a series of rhyming w	ords, including consonant blends.	PROFICIENT
1.7 Add, delete, or change target sounds to	o change words (e.g., change cow to how; pan to an).	PROFICIENT
1.0 Segment single syllable words into recogn	nizable words (e.g., /c/ a/ t/ = cat; /t/ i/ a/ t/ = fiat).	PROFICIENT
1.9 Segment single synable words into the	$\frac{1}{1} \cos(1) \cos(1) \cos(1) \cos(1) \cos(1) \cos(1) \cos(1) \cos(1)$	PROFICIENT
Decoding and Word Recognition 1.1 Generate the sounds from all the letter	s and letter patterns, including consonant blends and long-and short-vowel	PROFICIENT
1.12 Use knowledge of yowel digraphs and blend	i those sounds into recognizable words. - controlled letter-sound associations to read words.	no data wat
1.13 Read compound words and contractions	5.	no data vet
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Exprote The code online Oser February 18 2011	Guide	17

 \bigcirc Account Settings For your convenience, the Student Summary Report has a link at the top of the page where you can access and change student account settings. The section allows you to configure student settings and adjust curriculum settings.

				HELP	
E	xplode The Co	ode c	ARLA JON student settings	E S Role: School Admin Main Menu Log Out	
St	udent Report				
	Student Profile Cu	rriculum Delivery Settings Reward	Settings		_
	First name:	Carla	Username:	003sample	
	Last Name:	Jones	Password:	phonics	
	Gender:	🖲 Female 🔘 Male	Settings Password:	tutor	
	Grade:	1	Email:	sample@schoolspecialty.com	
	Birthdate:(mm/dd/yyyy)		Creation	JAN 13, 2010	
	Guardian First Name:		Account		
	Guardian Last Name:		Status:		
	Phone:		Language Preference:	© Español	
	Consid Phones				
	Second Phone:			SUBSCRIPTION DETAILS	
	Address:			Subscription Type: paid	
	City:			Expiration Date: none	
	State:			Renew Subscription	
	Country:				
	Zip Code:				
		Sub	mit Changes		
		Note: Items in	red are required fie	lds.	
		DOWERED BY			
		FOWERED BY	urriculaWor	ks	
		COPYRIGHT © 2005	-2011 CURR	ICULAWORKS	

Class Reports

Class reports provide information about a group of students. The *Current Activity Report* gives an overview of student progress. The teacher or administrator can view performance for the any time period. By default, information for the current school year is displayed. Clicking on the unit number brings up a page with more information about the unit, including standards addressed by the unit. Clicking on the performance bar of a student brings up that student's Performance Summary page. The report can be sorted by any of the column headings, although the default report is sorted alphabetically by last name. The performance data can be exported to a comma separated values (CSV) file.

	Fine de Fin	The Lot of	1. 540	and the second second second second	HELP			
Expl	odeThe	Code	Cu	IRRENT ACTIVITY REPORT Class: Ms. Jones, Curriculum: Everything Date Range: Everything	Logged in: schooladmin Role: School Admin Main Menu Log Out			
Manage c	lass roster <u>P</u> e	erformance leve	l report Usage	over time report Mastery report Export data to CSV file	and the stand that the stand of			
View ALL data								
ID	First Name	Last Name	<u>Current Unit</u>	Units Completed	Most Recent Login (PST)			
22448	Keysia	Colby	<u>7-8-3</u>	95	Fri 01/22/10 06:44 PM			
14503	Ashley	Davis	3-4.4-7	256	Mon 10/04/10 04:40 PM			
14479	John	Fitzgerald	<u>2-5-6</u>	282	Thu 04/16/09 07:58 PM			
14488	Loise	Ford	<u>6-8-3</u>	1295	Tue 04/20/10 07:47 PM			
14500	Brandy	Gibbs	<u>3-4-3</u>	337	Wed 04/15/09 07:47 PM			
22449	Mark	Jacobson	<u>2-10.4-3</u>	235	Thu 05/20/10 04:28 PM			
23693	Carla	Jones	<u>1-9-8</u>	164	Tue 02/23/10 06:12 PM			
14485	Darby	Michaels	<u>5-10-7</u>	1073	Mon 04/19/10 08:00 PM			
22453	Walter	Ozbourne	<u>3-5-2</u>	816	Tue 04/20/10 06:33 PM			
14481	Nathan	Roe	<u>2-10.4-3</u>	408	Sat 04/18/09 02:51 PM			
1. 1. 2.								
	COPYRIGHT © 2005-2008 CURRICULAWORKS							

The *Performance Level Report* gives a summative view of student progress for any time period. By default, information for the current school year is displayed. Performance levels ("Advanced", "Proficient", "Basic", "Below Basic", and "Far Below Basic") are determined by assessing a student's accuracy and speed in completing a particular skill, comparing these scores to those of all students in the program, and then correlating the results to the performance levels of state mandated tests. This was completed through the use of statistical regression and correlation procedures of students' performance on the *California Standards Test*. We have plans to include data from other states in the future.

\square	Frank 1	Facht	R. Landon		The Part of Part		HELP		
Explode The Code			Р	ERFORM Class:	IANCE LEVEL Ms. Jones, Curriculum: Every Date Range: Everything	REPORT ything	Logged in: schooladmin Role: School Admin Main Menu Log Out		
Manage c	Manage class roster Current activity report Usage over time report Mastery report Export data to CSV file								
View ALL data									
<u>ID</u>	<u>First</u> Name	<u>Last</u> Name	<u>Current</u> Unit	Completed Units	<u>Total</u> Time	Performance Category	Last Login (PST)		
22448	Keysia	Colby	7-8-3	95	3 hr 11 min 29 s	Below Basic	Fri 01/22/10 06:44 PM		
14503	Ashley	Davis	3-4.4-7	256	8 hr 24 min 29 s	Basic	Mon 10/04/10 04:40 PM		
14479	John	Fitzgerald	2-5-6	282	11 hr 1 min 32 s	Basic	Thu 04/16/09 07:58 PM		
14488	Loise	Ford	<u>6-8-3</u>	1295	34 hr 16 min 48 s	Basic	Tue 04/20/10 07:47 PM		
14500	Brandy	Gibbs	<u>3-4-3</u>	337	8 hr 39 min 6 s	Proficient	Wed 04/15/09 07:47 PM		
22449	Mark	Jacobson	2-10.4-3	235	6 hr 23 min 11 s	Basic	Thu 05/20/10 04:28 PM		
23693	Carla	Jones	<u>1-9-8</u>	164	4 hr 33 min 4 s	Basic	Tue 02/23/10 06:12 PM		
14485	Darby	Michaels	<u>5-10-7</u>	1073	26 hr 10 min 50 s	Proficient	Mon 04/19/10 08:00 PM		
22453	Walter	Ozbourne	<u>3-5-2</u>	816	23 hr 59 min 55 s	Basic	Tue 04/20/10 06:33 PM		
14481	Nathan	Roe	2-10.4-3	408	8 hr 38 min 49 s	Basic	Sat 04/18/09 02:51 PM		
and the deal									
S. C. But	and the second	a for the	he had a lo	POWERED BY	and the second	Part Land 1	and the start of the start of the start of the		
	COPYRIGHT © 2005-2008 CURRICULAWORKS								

The *Mastery Report* provides a time-based pre and post measurement of students' phonics skills. Pre and post scores are calculated by the Intellitutor and identify the percent of phonics concepts students have mastered based on the placement and progress of students within a date range. By default, information for the current school year is displayed.

\square										HELP
Explode The Code				MASTERY REPORT Class: Ms. Jones Date Range: Everything				Logged in: schooladmin Role: School Admin Main Menu Log Out		
Curren	Current activity report Performance level report Usage over time report Export data to CSV file									
					View	ALL data				
ID	<u>First</u> <u>Name</u>	<u>Last</u> <u>Name</u>	<u>% of</u> <u>Phonics</u> <u>Concepts</u> <u>Mastered</u> <u>Pre</u>	<u>% of Phonics</u> <u>Concepts</u> <u>Mastered</u> <u>Post</u>	<u>% of Phonics</u> <u>Concepts</u> <u>Mastered</u> <u>Change</u>	<u>Placement</u> <u>Unit</u>	<u>Current</u> <u>Unit</u>	<u>Completed</u> <u>Units</u>	<u>Total Time</u>	<u>Performance</u> <u>Category</u>
22448	Keysia	Colby	0.0%	84.6%	84.6%	1-1-1	7-8-3	95	3 hr 11 min 29 s	Below Basic
14503	Ashley	Davis	0.0%	26.3%	26.3%	1-1-1	3-4.4-7	256	8 hr 24 min 29 s	Basic
14479	John	Fitzgerald	0.0%	14.2%	14.2%	1-1-1	2-5-6	282	11 hr 1 min 32 s	Basic
14488	Loise	Ford	0.0%	69.6%	69.6%	1-1-1	6-8-3	1295	34 hr 16 min 48 s	Basic
14500	Brandy	Gibbs	0.0%	25.0%	25.0%	1-1-1	3-4-3	337	8 hr 39 min 6 s	Proficient
22449	Mark	Jacobson	0.0%	21.3%	21.3%	1-1-1	2-10.4-3	235	6 hr 23 min 11 s	Basic
23693	Carla	Jones	0.0%	7.5%	7.5%	1-1-1	1-9-8	164	4 hr 33 min 4 s	Basic
14485	Darby	Michaels	0.0%	61.3%	61.3%	1-1-1	5-10-7	1073	26 hr 10 min 50 s	Proficient
22453	Walter	Ozbourne	0.0%	26.3%	26.3%	1-1-1	3-5-2	816	23 hr 59 min 55 s	Basic
14481	Nathan	Roe	0.0%	21.3%	21.3%	1-1-1	2-10.4-3	408	8 hr 38 min 49 s	Basic
	COPYRIGHT © 2005-2011 CURRICULAWORKS									

Parent Access to Reports

When being used in a school setting, teachers can allow parents to view their students' progress on *Explode The Code Online*. When students are in the log in screen, parents can simply mark the box to View Student Summary Report and they will be taken to that screen.

Note: The Account Settings box below appears in the Student Summary Report when the box to view reports is marked. A setting password is required to access account settings to prevent students from changing account settings without adult supervision. The default settings password is "tutor". This password can be changed in the account settings page.

ACCOUNT SETTINGS
Enter Settings Password here to view and change your account settings. Go Forgot your settings password?

Information for the Account Administrator

Online Delivery

This is an Internet-delivered product. It requires no installation or in-school network systems management. It minimizes the need for tech support, and it provides the ability to deliver curriculum across school, home, and extended day services.

It does require the creation of teacher and student user accounts and the organization of students into classes. Unique user accounts are necessary to support the software's individualized instruction and progress reporting. An option to allow students to log in by clicking on their name within a class list is available through our *Virtual Classroom Management* feature.

System Requirements (tested configurations)

Flash Version 10.0.x Windows XP - Internet Explorer 7.0.x, Firefox 3.0.x Windows Vista - Internet Explorer 7.0.x, Firefox 3.0.x Windows 7 - Internet Explorer 8.0.x, Firefox 3.6.x Mac OS X- Safari 3.1.x or greater, Firefox 3.0.x or greater, Camino 1.6.5 or greater

The system works optimally with high-speed Internet connections. Browsers should be configured to accept cookies, and the operating system should be configured to accept Flash cookies. For users with very low bandwidth, there is a supplemental, content-only CD available free of charge.

Checking if Flash Player Is Installed

If the student interface doesn't appear to work, the system administrator may need to install or upgrade your current version of Flash. Possible symptoms include the following:

- The *Play*, *Stop*, and *Pause* buttons display the incorrect font.
- Some graphics are displayed incorrectly.

To determine which version of the Flash plug-in is installed in a browser, use the Adobe/Macromedia Flash Player tester (<u>http://www.adobe.com/products/flash/about/</u>).

This Web page displays

- the currently installed Flash Player version (see the Version Information box);
- a chart showing the latest version numbers for all supported platforms; and
- a link where the latest version can be installed.

Set Up Information for Account Administrators

Account Administrator's Role

Each *Explode The Code Online* account must have a designated account administrator. The account administrator is responsible for creating and managing teacher accounts, modifying school information, and deleting students. Depending on the school's needs, the administrator may also set up or import student account information for the teachers and assist them in learning to use the product or obtaining assistance from EPS.

If the account administrator and the teacher are the same person, you do not need to create a teacher account and can move on to setting up a class. See page 30 for more information.

Changing the Administrator's Password

February 18, 2011



<u>Step 1</u> – Click the red button labeled *Student & Class Roster Management*.

<u>Step 2</u> – Under the *Teacher & Admin Management* section, click the *View, edit, or delete current teachers and admins* link.

	STUDENT & CLASS ROSTER MANAGEMENT	
	STUDENT MANAGEMENT BY SCHOOL 🗳	
	(admin privileges only)	
	1. School Roster Management	
	SUPERVISEE CLASS ROSTERS	
	select a class and supervisor	
	MY CLASS ROSTERS	
	Create your own class	
	TEACHER & ADMIN MANAGEMENT	
	(admin privileges only) View, edit, or delete current teachers and admins Add a new teacher or admin 	
	SCHOOL & DISTRICT MANAGEMENT	
	(admin privileges only)	
	Edit school information	
Explode The Code	Online User Guide	Click this link. 21

<u>Step 3</u> – Click the *Edit* link next to the admin account you want to change.

Explode 7	The (Code Su	JPERVIS	SOR LI	STING B	Y S CHOOL	Logged in: demoadmin Role: School Admin Logout
Main menu	Add a	a new teacher/	<u>admin</u>				la fatte og hat og
			Choo	se a school: 👢	Jeorge Wash	ngton 💌	
	ID	First Name	Last Name	llcorname	Dole	flasses	Constitute Data
	10	<u>i ii se ivanie</u>	Lasenano	osername	KOTE	Classes	<u>creation Date</u>
Edit Remove	365	demo	1	demo100	Teacher	Classes	10/23/2007

<u>Step 4</u> – In the box next to the *Password* field, type in the new password. Then click *Submit changes*.

Classick and a state of the sta	a the state of the state of the	HELP
Explode The Code Edit the	EMD ADMIN is supervisor's information below	Logged in: demoadmin Role: School Admin Logout
Main menu Supervisor list		
Note	: Items in red are required neids.	
Hearne	mer demoadmin	
Userna Elet No		
Last Na	me: admin	
Passw	ens	
Authorized R	ole: School Admin 🗸	
Authorized Sch	🚥 : George Washington 💌	
En	nail: demo@etc.com	
Street Addr	ess:	
c	Sity:	
St	ate:	
Zip Co	ode:	
Telephone	Ø 1:	
Telephone	# 2:	
	ancel Submit changes	
POWERE	D BY WHETH	
POWERE	CurriculaWorks	
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Click this button.

Setting up a Teacher Account

<u>Step 1</u> – Click the red button labeled *Student & Class Roster Management*.



<u>Step 2</u>– Under the *Teacher & Admin Management* section, click the *Add a new teacher or admin* link.

STUDENT & CLASS ROSTER MANAGEMENT	
(admin privileges only)	
1. School Roster Management	
SUPERVISEE CLASS ROSTERS	
(admin privileges only)	
MY CLASS ROSTERS	
Create your own class	
TEACHER & ADMIN MANAGEMENT 😰	
(admin privileges only) View, edit, or delete current teachers and admins Add a new teacher or admin 	
SCHOOL & DISTRICT MANAGEMENT	
(admin privileges only)	
	Click this link.

<u>Step 3</u> – Complete the information to create a teacher account. Required fields are in red. Then click *Submit Changes*.

		HELP
Explode The Code A D D A	NEW SUPERVISOR submit the information below	Logged in: demoadmin Role: School Admin Logout
Main menu Supervisor list		
Note	: items in red are required neids.	
Username	:	
First Name	:	
Last Name	:	
Password	:	
Authorized Role	- choose a role 💌	
Email	:	
Street Address	:	
City	:	
State	:	
Zip Code	:	
Telephone #1	:	
Telephone #2		
	ancel Submit changes	
POWEREI	DBY	
	SurriculaWorks	
Copyright ©2	2005-2007 CURRICULAWORKS	Hard Land A.
		Г
waat tha atoma aharra ta addunaa	.	

Repeat the steps above to add more teachers.

Subscription Details: Seats and Student Active/Inactive Status

Explode The Code Online subscriptions are defined in terms of the number of seats purchased. When a subscription is purchased, the agreement includes access to a specified number of 'seats' until the subscription expiration date.

When students are added to a class roster, they are automatically assigned a status of 'Active'. This is true until the number of 'Active' students reaches the number of seats that were purchased. Students added after the seat limitation has been reached are added to the roster, but are marked as 'Inactive'. Students with a status of 'Inactive' cannot log into the system.

If you attempt to activate an inactive student when the seat limit has been reached, you will receive a pop-up message prompting you to purchase more seats or to inactivate other students to free up a seat.

You have reached your maximum number of active seats allowed. See the "Learn More" button above. To make room for this student, please purchase additional seats or inactivate other students. To purchase seats please contact Customer Service at ExplodeTheCode@schoolspecialty.com or call 800.225.5750.

To purchase additional seats, please contact Customer Service at <u>ExplodeTheCode@schoolspecialty.com</u> or call 800.225.5750.

Once additional seats have been obtained, you can change the status of 'Inactive' students to 'Active' and these students can log into the system. Student information and history are always preserved for all students, active or inactive.

School Roster Management

Many school-wide functions can be performed in the School Roster Management section.

STUDENT & CLASS ROSTER MANAGEMENT STUDENT MANAGEMENT BY SCHOOL	
(admin privileges only)	
1. School Roster Management	
SUPERVISEE CLASS ROSTERS 🕄	
(admin privileges only)	<u> </u>
select a class and supervisor 🔹 🔻	Click this link.
My CLASS ROSTERS	
Create your own class	
TEACHER & ADMIN MANAGEMENT	
(admin privileges only)	
Add a new teacher or admin	
SCHOOL & DISTRICT MANAGEMENT	
(admin privileges only) • Edit school information	
<u>Carseloor moniaton</u>	

The Student Information tab shows all students in the school, their usernames and passwords, the last login, class participation and active status. Student information can be edited from this tab. Student Performance Summary Reports can be viewed by clicking the "P" icon to the right of the student name.

	HELP									
E	cplo	ode Th	e Code		GEORG Schoo	E WASHI	N G T O N ment	Logged in: teacher Role: School Admin Main Menu Log Out		
	Active Student Seat Limit: 0 Current # Of Active Students: 13									
					Schoole	George Washing	ton 👻			
					School	<u>-</u>				
	Studer	nt Information	Add a N	ew Student	Import a C	SV File of Studen	ts Export School Roster to CS	/ Edit School Info		
	Show	inactive stude	ents			Change	e status for entire roster: 🔘 Inact	ive 🔘 Active <u>What's this?</u>		
		First Name	Last Name	Username	Password	Last Login	Classes	<u>Status</u>		
Ρ	<u>edit</u>	Jennifer	Adams	22MaEs	5stars	Mar 17, 2008	<u>RTI 2</u> Ms. Fox's Class	🔘 Inactive 🖲 Active		
Ρ	<u>edit</u>	Amanda	Avery	amanda	amanda	Dec 06, 2008	After School Tutoring	🔘 Inactive 🔘 Active		
Ρ	<u>edit</u>	Matthew	Avery	matthew	matthew	Feb 02, 2009	After School Tutoring	🔘 Inactive 🔘 Active		
P	<u>edit</u>	Rose	Baker	07RoBa101	5stars	Feb 16, 2007	<u>RTI 2</u> <u>Morning Intervention</u> <u>George Washington All Stu</u>	🔘 Inactive 🍥 Active		
Ρ	<u>edit</u>	Ashley	Conner	sample_dt	5stars	Aug 12, 2009	<u>RTI 2</u>	🔘 Inactive 💿 Active		
Ρ	<u>edit</u>	John	Conner	sample4	sample	Jan 05, 2009	Ms. Fox's Class	🔘 Inactive 🖲 Active		
P	<u>edit</u>	Esmeralda	Reynolds	07EsRe101	5stars	Mar 13, 2007	<u>RTI 2</u> <u>Morning Intervention</u> George Washington All Stu	🔘 Inactive 🔘 Active		
P	<u>edit</u>	Samuel	Reynolds	sreynolds	fox	May 06, 2009	<u>RTI 2</u> <u>Morning Intervention</u> <u>George Washington All Stu</u> Ms. Fox's Class	🔘 Inactive 🔘 Active		
P	<u>edit</u>	Yesenia	Rodriguez	yrodriguez	fox	Apr 21, 2009	RTI 2 Morning Intervention George Washington All Stu Ms. Fox's Class	O Inactive 🖲 Active		
P	<u>edit</u>	Fran	Rogers	07FrRo102	5stars	Mar 05, 2007	RTI 2 Morning Intervention George Washington All Stu Ms. Fox's Class	🔘 Inactive 🔘 Active		
P	<u>edit</u>	Juan	Simpson	jceja	fox	Feb 22, 2006	<u>RTI 2</u> <u>Morning Intervention</u> <u>Ms. Fox's Class</u>	🔿 Inactive 🔘 Active		
Ρ	<u>edit</u>	Sam	Stone	stone34	5apple		<u>RTI 1</u>	🔘 Inactive 🖲 Active		
P	<u>edit</u>	Shelia	Thompson	sthompson	fox	Dec 06, 2005	<u>RTI 2</u> <u>Morning Intervention</u> <u>George Washington All Stu</u> <u>Ms. Fox's Class</u>	🔘 Inactive 🔘 Active		
	-						and the second se			
_						-				
					POWERED BY	CurriculaW	Vorks			
	COPYRIGHT © 2005-2010 CURRICULAWORKS									

New students can be added to a school from the *Add a New Student* tab. See page 32 for more information.

				HELP						
Explode The Code	GEORG		I	Logged in: teacher Role: School Admin						
• Online	30100	r Köster Management		Main Menu Log Out						
	Active Student Seat Lir	nit: 0 Current # Of Active Stu	idents: 13							
	School: G	eorge Washington 👻								
Student Jefermatics Add a New 9	Student Import a C	W File of Students	at School Bastar to CSN	Edit School Jofa						
Student Information Add a New 3	Import a Ca	sv File of Students Expo	int school Roster to CSV	Edit School Info						
ADD A NEW STUDENT										
Use the	Use the form below to submit a brand-new student into your school roster. Note that items in red are required fields.									
	Create a Username:									
	First Name:									
	Last Name:									
	Password:									
	Email:									
	Home School:	George Washington								
	Grade:									
	Gender:	Female Male								
	Status:	Inactive Active								
	ELD:	none 🔻	-							
	Street Address:									
	City:									
	State:									
	Zip Code:									
	Telephone #1:									
	Telephone #2:]							
	Parent First Name:									
	Parent Last Name:									
	Birthdate:	M 🕶 D 💌 Y								
	Cancel	Submit new student]							
	POWERED BY	urriculaWorks								
с	OPYRIGHT © 200	5-2010 CURRICUL	AWORKS							

A group of students can be added to a school by using the *Import a CSV File of Students* tab. See page 39 for more information.

						HELP				
Fyplode	TheC	ode'	GEORO	GE WASHI	INGTON	Logged in: teacher Role: School Admin				
Lapiou	On	line	Scho	ool Roster Manag	ement	Main Menu Log Out				
	Active Student Seat Limit: 0 Current = Of Active Students: 13									
	School: George Washington 👻									
Student Info	rmation Ad	dd a New Studer	nt Import a (CSV File of Stude	nts Export School Roster	to CSV Edit School Info				
	IMPORT STUDENTS FROM A CSV FILE									
This time-savi via the "Add N here. Curricula Please downlo the correct colu Note: When u Also note that all other colun username!	This time-saving feature is very useful if you need to add many new students at a time. Instead of creating each student individually via the "Add New Student" section, you can create a tab-delimited CSV file with all of the students instead and then submit the CSV file here. CurriculaWorks will automatically import all students listed in the CSV into the database and add them to the roster of this school. Please download the sample file offered in this section to ensure that your CSV ontains the correct information in the right format, with the correct column variables. If the structure of your CSV file, please use the same columns and column names as found in this sample file. Also note that data for the following 5 columns are REOURED: username, Data for all other columns shown in the sample file are optional. Also, make sure that no two students in your CSV memory the same username!									
		Select a file of	students to upl	oad: Upload Students	Browse					
Information a "CSV" is an ab a spreadsheet is used to sep Notepad, for e	bout CSV files breviation for . Since it's just arate each of xample) migh	: "Comma Separ a text file (an: um while au um while at file t look like the f	ated Values". A d doesn't contair riage return sep ollowing: file_with_c File_Edit_Form firstname, 1 John, Smith,	CSV file is simply n special code foi arates each row. data.csv - Noter at View Help astname, favo green	y a text file containing inform representing columns and r A typical CSV file, when view Dad	nation in rows and columns, like rows like Excel does), a comma ed in a text editor (like				
When viewed i	n a spreadshe	et application (like Excel), the (CSV file might loo	ok like the screenshot below					
	А	В	C	D	E	F				
1	username	password	firstname	lastname	email	f				
2	sample1	samplepw	john	doe	sample@email.com sample2@email.com	m				
			POWERED B	Curricula	Norks					

Explode The	Explode The Code GEORGE WASHINGTON Logged in: teacher Role: School Admin School Roster Management Main Menu Log Out							
	Active Student Seat Limit: 0 Current = Of Active Students: 13							
		<mark>school:</mark> George Washington 👻						
Student Information	Student Information Add a New Student Import a CSV File of Students Export School Roster to CSV Edit School Info EXPORT SCHOOL ROSTER TO CSV FILE							
Click the button below to your own purposes outsid	Click the button below to export this class roster and its accompanying student information to a CSV file, which you can then use for your own purposes outside of this website.							
	Export roster to CSV							
	Col	PYRIGHT © 2005-2010 CURRICULAWORKS						

Student roster information can be exported using the *Export School Roster to CSV* tab.

School information can edited in the *Edit School* Info tab.

		HELP						
Explode The Code SCHOOL edit/add/re	ROSTER MANAGEMENT move students, edit school information	Logged in: schooladmin Role: School Admin Main Menu Log Out						
Active Student Seat I	Limit: 0 Current = Of Active Students: 10							
School: Wa	shington Sample School 👻							
Student Information Add a New Student Import St	udents Export Students Edit School Info De	lete Students						
EDITS	CHOOL INFORMATION							
CW School ID: 3341 School name: Washington Sample School District: Washington Sample District								
Phone:								
Street Address:								
City:								
State:								
Zip Code:								
Number of Subscribed School Seats:	0							
Cancel Submit changes								
POWERED B	POWERED BY							
COPYRIGHT © 20	05-2011 CURRICULAWORKS							

Subscription Expiration Date

Before, on and after the subscription expiration date you will see advisory messages on the Main Menu citing the date that the expiration takes place as shown below:

	HELP
Explode The Code View reports and manage student and classroom information.	Logged in: demoadmin2 Role: School Admin Main Menu Log Out
Need help? Each clickable 🛛 icon offers extra information.	
Your subscription will expire on 4/1/2010. To renew, please contact Customer Service at ExplodeTheCode@schoolspecialty.com or call 800.225.5750.	

Starting two months before your subscription expiration date, you will receive an ongoing message on the Main Menu of your teacher or administrator account, counting down the days left on your subscription. After the last day of your subscription period, you will be granted a 30-day grace period, in which your students may still access Explode The Code Online while you plan your renewal. After the 30-day grace period, if the subscription is not renewed, you will no longer have access to Explode The Code Online; however, you will continue to have access to the data related to your students in the Summary Report for 11 months. Within this time, you may still renew by contacting customer service without needing to create a new account.

To renew, please contact Customer Service at ExplodeTheCode@schoolspecialty.com or call 800.225.5750.

Set Up Information for Teachers

Subscription Details: Seats and Student Active/Inactive Status

Explode The Code Online subscriptions are defined in terms of the number of seats purchased. When a subscription is purchased, the agreement includes access to a specified number of 'seats' until the subscription expiration date.

When students are added to a class roster, they are automatically assigned a status of 'Active'. This is true until the number of 'Active' students reaches the number of seats that were purchased. Students added after the seat limitation has been reached are added to the roster, but are marked as 'Inactive'. Students with a status of 'Inactive' cannot log into the system.

If you attempt to activate an inactive student when the seat limit has been reached, you will receive a pop-up message prompting you to purchase more seats or to inactivate other students to free up a seat.

1	You have reached your maximum number of active seats allowed. See the "Learn More" button above. To make room for this student, please purchase additional seats or inactivate other students. To purchase seats please contact Customer Service at ExplodeTheCode@schoolspecialty.com or call 800.225.5750.
	OK

To purchase additional seats, please contact Customer Service at <u>ExplodeTheCode@schoolspecialty.com</u> or call 800.225.5750.

Once additional seats have been obtained, you can change the status of 'Inactive' students to 'Active' and these students can log into the system. Student information and history are always preserved for all students, active or inactive.

Setting up a Class

The first step in getting started with *Explode The Code Online* is to set up a class. A class is one or more students. You can include all of your students in one class, or you can break them up into smaller groups. You may create as many or as few classes as you like. Think about how you might want to view students' progress; if there are certain students you want to compare against one another (by age group, etc.), you might want to put them in a class together.

		HELP	
Explode The Code	MAIN MENU View reports and manage student and classroom information.	Logged in: demoteacher Role: Teacher Logout	
F. Rock Charden Law	Need help? Each clickable 🔀 icon offers extra information.		
78% 95% STUDENT 8 Reports 2	CLASS STUDENT ROSTER	8 Class Management ₽	
VIRTUAL O	CLASSROOM ENT 2 CURRICE SETTING	JLUM IS 🗹	
			Click this button.
Сору	RIGHT © 2005-2007 CURRICULA WORK	s	

<u>Step 1</u> – Click the red button labeled *Student & Class Roster Management*.

<u>Step 2</u> – Click Create your own class.

Explode The Code View reports and n	HELP MAIN MENU Anage student and dassroom information.	
Need help? Each clic	kable 😰 icon offers extra information.	
STUDENT & CLASS REPORTS 2	STUDENT & CLASS Roster Management	
VIRTUAL CLASSROOM MANAGEMENT	My CLASS ROSTERS 2	
	CURRICULUM Settings	
		Click this link.
POWERED E	Curricula Works	
COPYRIGHT © 200	05-2007 CURRICULAWORKS	7

<u>Step 3</u> – Give your class a name. You may also describe your class (optional). When you are finished, click *Create This Class*.

	HELP	
Explode I ne code CREATE A INEW CLASS for demoteacher	Role: Teacher	Enter class name.
Main menu Create a name for your new class: Sample Class This is a class of sample students. Describe your class (optional):	×	
School affiliation: George Washington Y		
COPYRIGHT © 2005-2007 CURRICULA WORKS		

This will bring you back to the main screen. There you will see your class listed under *My Class Rosters*. Repeat the steps above to add more classes.

Now that you have created a class, you need to add students to the class. Any individual student can be added to any class.

Adding New Students to a Class

IMPORTANT: If you are not sure if the student is already in the system, see the directions for Adding Existing Students to a Class.

<u>Step 1</u> – In the red *Student & Class Roster Management* section of the main menu, click the class you want to add students to under *My Class Rosters*.



<u>Step 2</u> – When the screen with the class name appears, go to the *Class Roster Toolbox*, and click *Add New Student*.



Explode The Code Online User Guide February 18, 2011

<u>Step 3</u> – Complete the information in the *Class Roster Toolbox*. Required fields are in red. Then click *Submit new student*.

ADD NEW STUDENT Note: Items in red are required fields. Create a Username: First name: East name: Bassword: Grade: Grade: Grade: Gender: © Female Male Home School: Core Washington Status: Inactive @ Active ELD: Inactive @ Active ELD: Inactive @ Active ELD: Inactive @ Active Etail: Grade: Image: Image: </th <th>ADD EXISTING S</th> <th>TUDENT(S)</th> <th></th> <th></th> <th></th>	ADD EXISTING S	TUDENT(S)			
Note: Items in red are required fields. Create a Username: First name: First name: Last name: Password: Grade: Grade: Grade: Grade: Grade: Grade: Inactive @ Active ELD: Inactive @ Active Eldition: Inactive @ Active Inactive @ Active <	ADD NEW STUDE	NT ?	_		
Create a Username: First name: Last name: Password: Grade: Gender: Gender: Gender: Gender: George Washington Status: Inactive Active ELD: 	Note: Item	in red are required fields.	۱ ۲		
Create a Username: First name: Last name: Password: Grade: Gender: Inactive Inscrive Address: Inactive Address: City: Street Address: City: State: 2ip Code: Telephone =1: Telephone =2: Parent First name: Parent First name: Birthdate: M D					
First name: Last name: Password: Grade: Gender: Inactive Male Home School: George Washington Status: Inactive Active ELD: Inactive Active ELD: Inactive Active ELD: Inactive Active ELD: Inactive Active Etable: Inactive Active Etable: Inactive Inactive Inactive Inactive Parent First name: Parent Last name: Birthdate: M D	Create a Username:				
Last name: Password: Grade: Grade: Gender: Home School: George Washington Status: Inactive @ Active ELD: 	First name:				
Last mane: Password: Grade: Gender: Home School: George Washington Status: Inactive Active ELD: 	i i i st name.				
Password:	Last name:				
Grade: Gender: ● Female Male Home School: George Washington Status: ● Inactive ● Active ELD: ← none ← ◆ Email: Street Address: City: State: Zip Code: Telephone ≠1: Telephone ≠2: Parent First name: Parent Last name: Birthdate: M ◆ D ◆ V	Password:				
Gender: Female Male Home School: George Washington Status: Inactive Active ED: none - none - none - none - Female Street Address: City: Cancel Submit new student 	Grade:				
Home School: George Washington Status: Inactive Inactive Active ELD: none Email: Street Address: City: State: Zip Code: Telephone =1: Parent First name: Parent Last name: Birthdate: M V Cancel Submit new student	Gender:	💿 Female 🔘 Male			
Status: Inactive @ Active ELD: none - Email:	Home School:	George Washington			
ELD: none Email: Streat Address: City: State: Zip Code: Telephone =1: Telephone =1: Telephone =2: Parent First name: Parent Last name: Birthdate: M - D - V Cancel Submit newstudent	Status:	Inactive Active			
Email:	ELD:	none 🔻			
Street Address: City: State: Zip Code: Talephone =1: Talephone =2: Parent First name: Parent Last name: Birthdate: M D V	Email:				
City:	Street Address:				
State: Zip Code: Telephone =1: Telephone =2: Parent First name: Birthdate: M D V Cancel Submit new student	City:				
Zip Code: Telephone =1: Telephone =2: Parent First name: Birthdate: M D V Cancel Submit new student	State:				
Telephone =1: Telephone =2: Parent First name: Parent Last name: Birthdate: M D V Cancel Submit new student	Zie Geden				
Telephone =1: Telephone =2: Parent First name: Parent Last name: Birthdate: M V Cancel Submit new student	Zip Code:				
Telephone =2: Parent First name: Parent Last name: Birthdate: M V V Cancel Submit new student	Telephone #1:				
Parent First name: Parent Last name: Birthdate: M V V Cancel Submit new student	Telephone #2:				
Parent Last name: Birthdate: M D V Cancel Submit new student	Parent First name:				
Birthdate: M D V Cancel Submit new student	Parent Last name:				
Cancel Submit new student	Birthdate:	M • D • Y			
Cancel Submit new student					
	Cancel	Submit new student			

Creating Usernames and Passwords: It is recommended that the teacher use standard naming conventions used by the school or center (for example, first initial and last name). Usernames need to be unique across the *Explode The Code Online* system.

<u>Step 4</u> – The student's name will appear in your class roster. Provide the username and password to the student.



To add additional new students, repeat the steps above.

Adding Existing Students to a Class

<u>Step 1</u> – In the red *Student & Class Roster Management* section of the main menu, click the class you want to add students to under *My Class Rosters*.

Explode The Code new reports and man	AIN MENU Logged i age student and classroom information.	HELP n: demoteacher Role: Teacher Loqout	
Need help? Each dickat	icon offers extra information.	ENT	
VIRTUAL CLASSROOM MANAGEMENT 2	1. <u>Sample Class</u> (George Wartenton) <u>Create a new class</u>		
	CURRICULUM Settings 2		Click the name of a class.
COPYRIGHT © 2005	-2007 CurriculaWorks		

<u>Step 2</u> – When the screen with the class name appears, go to the *Class Roster Toolbox*, and click *Add Existing Student(s)*.

Explode The Code Current activity report Performance level report Usage o Click a student name in t	M S. JONES School: <u>Washington Sample School</u> Main Menu over time report <u>Mastery report</u> the class roster box to view and edit details for that student.	ELP chooladmir hool Admir Log Out
CLASS ROSTER WHAT'S THIS? SHOW INACTIVE STUDENTS CHANGE STATUS FOR ENTIRE ROSTER: INACTIVE name Username Inactive/ Keysia Colby 001sample () ()	Active Active Active Termove Active Student Seat Limit: Current # Of Active Students: 1 ADD EXISTING STUDENT(S) ? ADD NEW STUDENT ? IMPORT A CSV FILE OF STUDENTS ? EXPORT ROSTER TO SSV ? CHANGE CLASS NAME AND DESCRIPTION DELETE THIS CLASS ?	
PO	wered by Curricula Works	

<u>Step 3</u> – A list of all students in the school will appear in a scroll box. Click a student's name to highlight it. Then click *Add the selected students to this class*.



If you wish to add multiple students at once, simply click the first student's name, then press and hold the CONTROL key as you click the other students' names. Then click *Add the selected students to this class*.



<u>Step 4</u> – You can now view the student(s) added to the class.



Reaching Your Seat Limit

When adding students to a roster, you may reach the Active Student Seat limit. Should that happen, you will see an advisory message in the Class Roster Toolbox:



The student will be added to the class roster, but their status is set to inactive as shown below for Mark Jacobson:



When a student's status changes from Active to Inactive, their presence in the system, including history of activity, is unchanged. However they can no longer log into the system.

Importing a Class Roster

If you haven't already created a class for this roster, please refer to the section *Setting up a Class* on page 30 for the steps on how to accomplish this.

If you have not read the section *Subscription Details: Seats and Student Active/Inactive Status* on page 30, please read the section before continuing.

<u>Step 1</u> – In the red *Student & Class Roster Management* section of the main menu, click the class you want to import your students to under *My Class Rosters*.



<u>Step 2</u> – When the screen with the class name appears, go to the *Class Roster Toolbox*, and click *Import a CSV File of Students*.

Explode The G	Code	Ms. Jones School: Washington Sample	HELP Logged in: schooladmin Role: School Admin School Main Menu Log Out
Current activity report Perf	formance level report Usage over Click a student name in the c	time report Mastery report lass roster box to view and edit	t details for that student.
CLA What's this Change status for ei	ASS ROSTER 2 Show inactive students ntire roster: Inactive Act	IVE	CLASS ROSTER TOOLBOX Active Student Seat Limit: 0 Current # Of Active Students: 9
name	Username Inactive/Act	ive App co	
Keysia Colby	001sample 🔘 🎯	remove ADD EX	
Ashley Davis	006sample 🔘 🎯	ADD NE	EW STUDENT
John Fitzgerald	009sample 🔘 🔘	IMPORT	A CSV FILE OF STUDENTS
Loise Ford	00/sample 🕥 🧿	remove	
Mark Jacobroa	002comple () ()	EXPORT	ROSTER TO CSV
Mark Jacobson	002Sample 0	CHANGE	E CLASS NAME AND DESCRIPTION
		DELETE	THIS CLASS
PTEITE	LAND LAND	Ale Francis	Called La 1. 97 Black States
	POWERI		
189-189	COPYRIGHT @ 2	005-2008 CURRI	
Stand Barrier B.	COPINICIAL CZ	000 2000 CORRI	
			<u></u>
			Click this

<u>Step 3</u> – When uploading a set of students from a CSV (Comma-separated Values) file, please use the same columns and column names as found in the sample file. It might help to download the sample file first, and then format your data accordingly.

Note: Data for the following 4 columns are REQUIRED: username, password, lastname, email.

	CLASS ROSTER TOOLB Active Student Seat Limit: 1 Current = Of Active Students	0 X .00 : 2	
ADD E	XISTING STUDENT(S)		
ADD	IEW STUDENT 😢		
Імрор	T A CSV FILE OF STUDENTS		
No file nar for use	te: When uploading a set of students from a CSV , please use the same columns and column nes as found in <u>this sample file</u> . Note that data the following 5 columns are REQUIRED: smame, password, lastname, email ,		
	select a file of students to upload:	C dov t	lick this link to wnload a copy of he sample file.
	Upload Students		
Expor	T ROSTER TO CSV 😰		
CHANG	E CLASS NAME AND DESCRIPTION		
DELET	E THIS CLASS		

The sample file will look like this:

	A	В	С	D	E	F	G	Н	L	J
1	username	password	firstname	lastname	email	gender	grade	phone	address	city
2	janedoe1	birds	Jane	Doe	sample@email.com	f				
3	johndoe1	cats	John	Doe	sample2@email.com	m				
1										

<u>Step 4</u> – Once your file is formatted to match the sample file, save it to a location where you will be able to access it easily. Then click *Browse* to locate your class roster file. Then click *Upload Students*.



<u>Step 5</u> – Review the data presented on the CSV Data Review screen. Check that all the required fields have been entered and that the data has been placed in the correct columns. If the data is correct, click *Import this data*.

		-					-			IELP	
Explode T	he Cod	o"							Logge Role: S	d in: nala chool Adr	in7 nin
LAPIOUE II	Online								Main Menu	Log Or	ut
Important	Program	Update	es	<u>«Lean</u>	n More»	2			Us	er Guide	
Back to School Roste	<u>r Page</u>			Statement of the local division of the local							
under the correct c separators, NOT a: A" as an address ii If you have excees a "O" in the status student(s). To pur If the data below p button to cancel th	olumns, and s data; so, fo n the CSV file ded your num column belo thase additio hasses your ir e import and	make sure the r example, d .) ber of active y). To make nal seats, ple return to the	seats allow room for the case contact the "Impi- class meni-	extra commas i "1st St, Apt. A" ed, additional s ese "Inactive" s' t Customer Serv ort this data" bu J. mport this data	n your da as an ad tudent(s) tice at etc itton belo	ata. (This dress; in , please _online@ w to com	added to purchas epsboo	feature acce emove the e additional ks.com or ca e import. O	as "Inactive" (sym seats or inactive" (sym seats or inactivate all 800.225.5750. therwise, click the '	bolized b other Cancel"	y
usemame	password	firstname	lastname	e email	gender	grade	P	hone	address	zip	birthdate
demostudent100	samplepw	jane1	doe	doe@c.com	f	3	(410)	123-4567	123 Sample St.	12345	1/31/2000
demostudent101	samplepw	johnl	doe	doe@c.com	m	2					
								Click you	here to impor ir students.	t	

<u>Step 6</u> – Once the data is finished uploading, you will be brought to a screen that says, "CSV file has been successfully imported," and all your students will be listed below. Your class roster has now been imported.



Please note, active seats will be assigned to the first students in your roster. If you do not have enough seats available the remaining students imported will be added to your class as inactive.



Removing Students from a Class

You can easily remove students from any class.

<u>Step 1</u> – In the red *Student & Class Roster Management* section of the main menu, click the class you want to remove students from under *My Class Rosters*.



<u>Step 2</u> – When the screen with the class name appears, go to the *Class Roster*. Click the *remove* link next to the students you want to remove from the class.



Step 3 –A confirmation box will appear. Click *OK* to remove the student from the class.

The page at h	ittp://cw.explodethecode.com says:
Are yo remov studer	u sure you want to remove Demo Account1 from this class? (Note: This student will be ed from this roster but will still exist in the system. Only administrators can permanently delete its from the system.)
	OK Cancel

Accessing the Student Lessons

Once you have created the class, and added the student, log out of the administrator account and have the student log in using his or her username and password. After a brief musical introduction, the first lesson will appear on the screen. Have the student click the green *PLAY* button to begin. Remember to make sure the volume on the computer is set to an appropriate level.

Advanced Features for Teachers

Virtual Classrooms

Virtual Classrooms allow your students to easily access the software without logging in using a username and password. *Virtual Classrooms* also allow you to view all students' progress at once in real time from your own computer. To take advantage of the *Virtual Classroom* feature of *Explode the Code Online*, you'll need to set up a virtual classroom and assign student computers to the virtual classroom. After this initial set up, you'll be able to click on a classroom link to start a "virtual classroom session", which means that on all machines assigned to the virtual classroom name you selected, a list of all students in your class will appear instead of the standard *Explode The Code Online* login screen. Clicking on a student from this new screen will automatically log in a student. Hence, young students won't need to remember logins and passwords to access the system. For more information see the online help links.

Setting Up a Virtual Classroom

<u>Step 1</u> – Click the yellow button labeled *Virtual Classroom Management*.



<u>Step 2</u> – Click Create a virtual classroom.

Note: You must be logged in as an administrator in order to create a virtual classroom.

VIRTUAL CLASSROOM MANAGEMENT START A VIRTUAL CLASSROOM SESSION 2	
Create your own class	
THIS COMPUTER'S ROOM ASSIGNMENTS	
This computer is not assigned to any virtual classrooms.	
Assign this machine to a new virtual classroom:	
Ms. Fox's Classroom 🖌 Assign	
<u>Create a virtual classroom</u> (school or district admin privileges only)	
	Click this link.

<u>Step 3</u> – On the Room Assignments screen, enter a name for your virtual classroom. Then select the affiliated school from the drop-down list, and click Add.

Main	ROOMASSIGNMENTS Logged in: demoadmin Add, edit, and delete rooms for managed sessions. Logged in: demoadmin Main menu Logged in: demoadmin						
		ID	Room Name	Sch	ool Last Modified		
<u>Edit</u>	<u>Delete</u>	98	Ms. Fox's Classroom	George Washington	10/18/2007		
<u>Edit</u>	<u>Delete</u>	110	Room 12	George Washington	11/9/2007		
<u>Edit</u>	<u>Delete</u>	111	Lab	George Washington	1/10/2008		
<u>Edit</u>	<u>Delete</u>	183	nicks	George Washington	3/19/2008		
	Add		Demo Class	George Washington	n 🗸		
			POWERED BY	iculaWorks			
	The love of	the Re	COPTRIGHT © 2005-20	08 CURRICULA	WORKS		
				_			
			Enter the virtual classroom name here.		Click the arrow to select a school from the drop-down list.		

Once the classroom name has been added to the list, click *Main menu* (upper left) to return to the *Virtual Classroom Management* screen.

<u>Step 4</u> – Under *This Computer's Room Assignments*, select the name of your virtual classroom from the drop-down list. Then click *Assign*.

VIRTUAL CLASSROOM MANAGEMENT START A VIRTUAL CLASSROOM SESSION	
1. Test Class (George Washington) <u>Ms. Fox's Classroom</u> <u>Room 12</u> <u>Lab</u> <u>nicks</u> <u>Demo Class</u>	
THIS COMPUTER'S ROOM ASSIGNMENTS	
Assign this machine to a new virtual classroom:	
Ms. Fox's Classroom Assign Ms. Fox's Classroom	
Room 12 Lab	Click the arrow to select your virtual classroom.
Demo Class	

You will receive a message that the computer is now assigned to your virtual classroom. Repeat this step on each computer that must join the virtual classroom.

Starting a Virtual Classroom Session

<u>Step 1</u>– Under *Start a Virtual Classroom Session*, you will see a list of all of your virtual classrooms and all virtual classrooms in your school. Click the appropriate link to start a virtual classroom session.



Step 2 – A confirmation box will appear. Click *OK* to start your session.



<u>Step 3</u> – A screen for your virtual classroom will appear. You can use this screen to track student progress during the session. When you are finished, click *End this session*.



<u>Step 4</u> – On each student computer, log on to <u>http://cw.explodethecode.com/session.aspx</u>. If the computer was properly assigned to the virtual classroom, a login screen will appear with a list of all the students in your class. Each student can log in by clicking his or her name on the screen.



<u>Step 5</u> – When the student clicks his name, he will be directed to the Name Confirmation screen. The student must click *Yes* to begin the lesson.

	HELP
Explode The Code	Logged in: demo100 Role: Teacher Logout
JOHNNY APPLESEED?	
Vec No	
POWERED BY Curricula Works	
COPYRIGHT © 2005-2008 CURRICULAWORKS	

Manual Placement

Automatic Placement

When you add a student to the system, the student will be placed in the first short vowels assessment level by default. When students demonstrate mastery of a skill, the program will move them forward in the scope and sequence. The program will move students back if they are not proficient. However, students who have some prior knowledge of phonics may be bored if they start at the very beginning.

Manual Placement

You may prefer to place each student manually within the scope and sequence.

Each book in the *Explode The Code* series presents a specific set of skills. (See the Scope and Sequence later in this section.) Based on formal or informal assessments of each student, as well as teacher observation, select the book that best fits the student's abilities. You can then assign that book manually by using the *Explode The Code* Scope and Sequence (Appendix A). After manual placement, individualized instruction continues through the branching technology of the *Intellitutor*.

<u>Step 1</u> – Click the green button labeled *Curriculum Settings*.



<u>Step 2</u> – Under the *Curriculum Delivery Options* section, click *Assign a specific exercise to deliver next*.



<u>Step 3</u> – Click the *Edit* link next to the student's name.



<u>Step 4</u> – Under *Current Exercise Code*, click the arrow on the right to reveal a drop-down menu. This menu provides a long list of activities. To assign a student to a specific book, simply scroll down to find the first entry of that book. The numbers indicate the book, the lesson, and the unit (e.g., 1-4-1 is Book 1 – Lesson 4 – Unit 1). After you select the student's first activity, click the *Confirm* link to save the change.



Repeat these steps to place other students.

Adjusting Student Rewards

The software allows you to reward students with access to fun Internet links after completing a goal of total minutes and/or total units completed. By default, the reward settings are off.

Note: When students access Internet links, they are being taken away from the *Explode The Code Online* website.

<u>Step 1</u> – Click the green button labeled *Curriculum Settings*.



<u>Step 2</u> – Click Update Reward Settings.



Step 3 – Find the box labeled *Reward Usage Settings*. Here you may select the conditions under which the reward button appears to the students. "No" means that the reward button never appears. "Yes" means the reward button always appears. "Auto" means that the reward button only appears when the Reward Criteria are met (See Step 4). You may change all students at once or adjust the reward settings for individual students.



<u>Step 4</u> – You may make changes to the *Reward Criteria*. Type in the number of minutes and/or number of units that must be completed before the reward button appears for students in your class. Also indicate which days of the week you want your students to have access to the reward button. After making changes to the *Reward Criteria*, click the *Submit Changes* button.



Then click here.

Contact Us

School Specialty Intervention 625 Mt. Auburn Street Cambridge, MA 02138

If you have any questions or you are experiencing trouble with the Web site, please contact *Explode The Code Online* Customer Service:

- Fill out the Contact Customer Service form available at the following Web address: <u>http://www.explodethecode.com/help/contact_cs/</u>
- E-mail us directly at ExplodeTheCode@schoolspecialty.com
- Call us toll-free at **800.225.5750**, option 4

Appendix A – Scope and Sequence

Learning Objectives	Skills Covered	Grades*	ЕТС
Leaning Objectives		Gruues	Book
			Dotananaa
			Reference
Short vowels	Short a	1–3	Book 1
	Short <i>a</i> with final consonants Short <i>i</i>		
	• Short //		
	• Short <i>e</i>		
	• Short o		
Initial and final consonant	• Initial blends (bl, cl, fl, gl, sk, sl, pl, cr,	1-3	Book 2
blanda	dr, gr, br, fr, pr, tr, sm, sn, sp, st, sw, tw)	10	Doon 2
bienus			
	• Final blends (<i>mp</i> , <i>sk</i> , <i>st</i> , <i>fr</i> , <i>lt</i> , <i>nt</i> , <i>lf</i> , <i>lp</i> ,		
		1.0	D 1 0
Long vowel sounds (open	• y as a vowel • Silent- e	1-3	BOOK 3
syllables and silent $-e$),	Consonant digraphs (<i>sh. th. wh. ch.</i>		
consonant digraphs and	-tch, -ng, -ck)		
trigraphs	• Vowel digraphs (ee, ea, ai, ay, oa, ow)		
urgraphs			
Compound words word	Compound words	1_3	Book 4
compound words, word	• Common word endings (-ful, -ing, -est, -	1-5	DOOK 4
endings, syllable division,	ed, -ness)		
and syllable types	• Syllable types (open, closed, Cle, silent-		
	e, digraph)		
	Syllabication with 2- and 3-syllable words		
Ward familias 2 lattor	Sounds of -ed	2.4	Deels 5
word fammes, 5-letter	• Words ending in -ev	2-4	DOOK J
blends, qu , sounds of $-ed$	• Word families (<i>all-alk</i> , <i>old-olt-oll</i> , <i>ild-ind</i>)		
	• 3-letter blends (thr-, shr-, scr-, str-, spr-		
	, <i>spl-</i>)		
	• qu words		
<i>R</i> -controlled vowels,	• <i>r</i> -controlled vowels (<i>ar</i> , <i>or</i> , <i>er</i> , <i>ir</i> , <i>ur</i> ,	2–4	Book 6
diphthongs	• Silent letters (-iah)		
1 0	• Vowel diphthongs (<i>oo. ea. ie. oi. ov. ou.</i>		
	ow, au, aw, ew, ui, ue)		
Soft c and g, silent	Soft <i>c</i> and <i>g</i>	2-4	Book 7
consonants	• Silent letters (- <i>dge</i> , - <i>mb</i> , <i>kn</i> , <i>wr</i> , silent <i>t</i> ,		Door /
consonants	silent h, ph)		
	• Sounds of ear		
Coefficience and an dimension	Common suffixes and andings including:	2.4	D1- 0
Suffixes and endings	• -nesslessousor	2–4	BOOK 8
	• -ist, -ity, -ture, -ment		
	• -able, -ible, -sion, -tion		
	 -ance, -ence, -tive, -sive 		
	• -ify, -ize, -ti-, -ci-		

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

If you feel you need more guidance in placing a student, you may want to use the *Explode The Code* Placement Test. This is available only in book form and must be administered to the student individually. The assessment will give you specific information on which book to start a student in.

<u>Appendix B – Exercise Templates</u>

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	ĭ i says /ĭ/ as in
Student chooses the word below that matches the word above.	match the same word	dad
		dad bad dab

Student chooses the picture that represents the word on the screen. The student then types the word.	match pic then type word	hat
Student drags down a word from the top to match the picture shown on the screen.	drag word to match pic	pig pid wig pit mitt fid sit pin
Student chooses from two letters or groups of letters to spell the word that describes the picture.	choose letters spell pic	pbradt

		T
Student chooses the word that describes the picture on the screen.	match word with pic	luck back duck
sentence that describes the picture.	pic	The bat can wag.
		The hat has a tag.
Student drags down letters or types the word to describe the picture.	spell pic	abgilnpstwy
		Click to hear word

Student answers yes 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.	yes/no	Can a block run?
Student drags down a word from the top to fill in the blank part of the sentence.	fill in the blank	trafficImagerabbitsDeschallDeschallImageDescalebuttonatticHe has three soft pet
Student answers questions about reading passage.	reading passage	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?

Student chooses syllables to make new words to fill in the	fill in the blank- syll	castle wich sand
sentences.		Towers and walls made of sand
Student unscrambles the syllables to make a word that fits the meaning written on the screen.	unscramble syllables	not worth much ue val less

Student chooses the correct word to finish the sentence or question.	finish question	If someone has a good sense of humor, is that person
		humorous?
		hazardous?
Student separates the word into word parts or syllables.	separate words	
		maybe

Appendix C – Translations

When choosing to view student reports in Spanish, the following items are not translated in the reports. Below is a key for your information.

State Standards

English	Spanish
Kindergarten	Kindergarten
1.0 Word Analysis, Fluency, and Systematic Vocabulary	1.0 Análisis de palabras, fluidez y desarrollo sistemático
Development	del vocabulario
Concepts About Print	Conceptos sobre impresos
1.6 Recognize and name all uppercase and lowercase letters of the alphabet.	 Reconocer y nombrar todas las letras mayúsculas y minúsculas del alfabeto.
Phonemic Awareness	Percepción fonémica
1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
1.9 Blend vowel-consonant sounds orally to make words or syllables.	 1.9 Combinar sonidos de vocal-consonante oralmente para construir palabras o sílabas.
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	1.11 Distinguir palabras de una sílaba expresadas oralmente y separarlas en sonidos iniciales o finales.
1.13 Count the number of sounds in syllables and syllables in words.	1.13 Contar el número de sonidos en sílabas y de sílabas en palabras.
Decoding and Word Recognition	Decodificación y reconocimiento de palabras
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	1.16 Comprender que así como las letras de las palabras cambian, también lo hacen los sonidos (es decir, el principio alfabético).
1.0 Writing Strategies	1.0 Estrategias de la expresión escrita
Organization and Focus	Organización y enfoque
1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	1.2 Escribir palabras con consonante-vocal-consonante (es decir, demostrar el principio alfabético).
1.3 Write by moving from left to right and from top to bottom.	 1.3 Escribir con movimiento de izquierda a derecha y de arriba a abajo.
Penmanship	Caligrafía
1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	1.4 Escribir letras mayúsculas y minúsculas del alfabeto independientemente, prestando atención a la forma y espaciamiento adecuado de las letras.
1.0 Written and Oral English Language Conventions	1.0 Convenciones para el idioma inglés oral y escrito
Spelling	Ortografia
1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	1.2 Deletrear independientemente mediante el uso del conocimiento prefonético, los sonidos del alfabeto y el conocimiento de los nombres de las letras.
1.0. Listening and Speaking Strategies	1.0 Estrategias de la comprensión auditiva y la expresión oral
Comprehension	Comprensión
1.1 Understand and follow one-and two-step oral directions.	1.1 Comprender y seguir instrucciones orales de uno y dos pasos.

English	Spanish
Grade 1	Grado 1
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	1.0 Análisis de palabras, fluidez y desarrollo sistemático del vocabulario
Concepts About Print	Conceptos sobre impresos
1.3 Identify letters, words, and sentences.	1.3 Identificar letras, palabras y oraciones.
Phonemic Awareness	Percepción fonémica
1.4 Distinguish initial, medial, and final sounds in single- syllable words.	1.4 Distinguir sonidos iniciales, medios y finales en palabras de una sílaba.
1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	1.5 Distinguir sonidos de vocales largas y cortas en palabras de una sílaba expresadas oralmente (p. ej., bit/bite).
1.6 Create and state a series of rhyming words, including consonant blends.	1.6 Crear y expresar una serie de palabras con rima, incluyendo combinación de consonantes.
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).	1.7 Añadir, borrar o cambiar sonidos objetivo para cambiar palabras (p. ej., change cow to how; pan to an).
1.8 Blend two to four phonemes into recognizable words (e.g., $/c/a/t' = cat; /f/l/a/t' = flat$).	1.8 Combinar de dos a cuatro fonemas para formar palabras reconocibles (p. ej., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat)
1.9 Segment single syllable words into their components (e.g., $/c/a/t/ = cat$; $/s/p/l/a/t/ = splat$; $/r/i/ch/ = rich$).	1.9 Dividir palabras de una sílaba en sus componentes (p. ej., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).
Decoding and Word Recognition	Decodificación y reconocimiento de palabras
1.1 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	1.1 Generar los sonidos de todas las letras y modelos de letras, incluyendo combinaciones de consonantes y modelos de vocales cortas y largas (es decir, fonogramas), y combinar dichos sonidos para formar palabras reconocibles.
1.12 Use knowledge of vowel digraphs and r- controlled letter- sound associations to read words.	1.12 Usar el conocimiento de dígrafos vocálicos orientados y de asociaciones de sonidos controlados por la letra r.
1.13 Read compound words and contractions.	1.13 Leer palabras compuestas y contracciones.
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	1.14 Leer formas con inflexión (p. ej., -s, -ed, -ing) y palabras raíces (p. ej., look, looked, looking).
1.15 Read common word families (e.g., -ite, -ate).	1.15 Leer familias de palabras comunes (p. ej., -ite, -ate).
1.0 Writing Strategies	1.0 Estrategias de la expresión escrita
Penmanship	Caligrafía
1.3 Print legibly and space letters, words, and sentences appropriately.	 1.3 Escribir con letra de imprenta de manera legible y espaciar letras, palabras y oraciones apropiadamente.
1.0 Written and Oral English Language Conventions	1.0 Convenciones para el idioma inglés oral y escrito
Spelling	Ortografía
1.8 Spell three-and four-letter short-vowel words and grade- level-appropriate sight words correctly.	1.8 Deletrear correctamente palabras de tres y cuatro letras con vocal corta y palabras a simple vista apropiadas para el grado escolar.

English	Spanish	
Grade 2	Grado 2	
1.0 Word Analysis, Fluency, and Systematic Vocabulary	1.0 Análisis de palabras, fluidez y desarrollo sistemático	
Development	del vocabulario	
Decoding and Word Recognition	Decodificación y reconocimiento de palabras	
1.1 Recognize and use knowledge of spelling patterns (e.g.	1.1 Reconocer y utilizar el conocimiento sobre modelos	
diphthongs special vowel spellings) when reading	ortográficos (p. ej., diptongos, ortografía especial de vocales)	
alphuloligs, special vower spennigs) when reading.	al leer.	
1.3 Decode two-syllable nonsense words and regular	1.3 Decodificar palabras sin sentido de dos sílabas y palabras	
multisyllable words.	normales de varias sílabas.	
1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies)	1.5 Identificar y usar correctamente plurales regulares (p. ej., -	
and irregular plurals (e.g., fly/ flies, wife/ wives).	s, -es, -ies) y plurales irregulares (p. ej., fly/ flies, wife/ wives).	
1.0 Written and Oral English Language Conventions	1.0 Convenciones para el idioma inglés oral y escrito	
Snelling	Ortografía	
optiming	1.8 Deletrear correctamente modelos básicos de vocal corta.	
1.8 Spell basic short-vowel, long-vowel, r- controlled, and	vocal larga, controlados por la –r y con combinación de	
consonant-blend patterns correctly.	consonantes.	
Grade 3	Grado 3	
1.0 Word Analysis, Fluency, and Systematic Vocabulary	1.0 Análisis de palabras, fluidez y desarrollo sistemático	
Development	del vocabulario	
Decoding and Word Recognition	Decodificación y reconocimiento de palabras	
1.1 Know and use complex word families when reading (e.g., -	1.1 Conocer y usar familias de palabras complejas al leer (p.	
ight) to decode unfamiliar words.	ei., -ight) para decodificar palabras que no son familiares.	
1.2 Decode regular multisyllable words.	1.2 Decodificar palabras normales de varias silabas.	
1 8 Use knowledge of prefixes (e.g. up, re, pre, bi, mis-	1.8 Utilizar el conocimiento de prefijos (n. ej. un. re. pre. bi	
dis-) and suffixes (e.g., er, set, ful) to determine the meaning	mis- dis-) v sufijos (n. ejerestful) para determinar el	
of words	significado de las palabras	
	significado de las palaoras.	
1.0 Written and Oral English Language Conventions	1.0 Convenciones para el idioma inglés oral y escrito	
Spelling	Ortografía	
1.8 Spell correctly one-syllable words that have blends,	1.8 Deletrear correctamente palabras de una sílaba que tienen	
contractions, compounds, orthographic patterns (e.g., [qu],	combinaciones, contracciones, compuestos, modelos	
consonant doubling, changing the ending of a word from [-y]	ortográficos (p. ej., qu, consonant doubling, changing the	
to [-ies] when forming the plural), and common homophones	ending of a word from -y to -ies when forming the plural), y	
[e.g., hair-hare].	homónimos comunes (p. ej., hair-hare).	
Grade 4	Grado 4	
1.0 Word Analysis, Fluency, and Systematic Vocabulary	1.0 Análisis de palabras, fluidez y desarrollo sistemático	
Development	del vocabulario	
Word Recognition	Reconocimiento de palabras	
1.1 Read narrative and expository text aloud with grade-	1.1 Leer textos narrativos y expositivos en voz alta con fluidez	
appropriate fluency and accuracy and with appropriate pacing,	y precisión apropiados al grado y con una velocidad,	
intonation, and expression.	entonación y expresión adecuadas.	
Vocabulary and Concept Development	Desarrollo del vocabulario y de conceptos	
1.4 Know common roots and affixes derived from Greek and	1.4 Conocer raíces y afijos comunes derivados del griego y del	
Latin and use this knowledge to analyze the meaning of	latin y usar este conocimiento para analizar el significado de	
complex words (e.g., international).	palabras compuestas (p. ej., international).	
1.0 Written and Oral English Language Conventions	1.0 Convenciones para el idioma inglés oral y escrito	
Spelling	Ortografía	
1.7 Spell correctly roots, inflections, suffixes and prefixes, and	1.7 Escribir correctamente la raíz, las inflexiones, los sufijos y	
syllable constructions.	prefijos y las construcciones silábicas.	

	English	Spanish
	Short Vowels	Vocales cortas
	Initial and Final Consonant Blends	Mezclas de Consonantes Inicial y Final
	Long Vowel Sounds, Consonant Digraphs and Trigraphs	Sonidos de Vocal Larga, Digrafos de Consonantes y trigrafos
	Compound Words, Word Endings, Syllable Division, Syllable Types	Palabras compuestas, Terminaciones de las palabras, División de sílabas, tipos de sílabas
	Word Families, 3-letter Blends, Qu, Sounds of -ed	Familias de palabras, mezclas de 3 letras, Qu, Sonidos de -ed
	R-controlled Vowels, Diphthongs	Vocales R-controlados, Diptongos
Book	Soft c and g, Silent Consonants	C y G suaves, consonantes mudas
Description	Suffixes and Endings	Sufijos y terminaciones
	Short Vowels	Vocales cortas
	Initial and Final Consonant Blends	Mezclas de Consonantes Inicial y Final
	Long Vowel Sounds, Consonant Digraphs and Trigraphs	Sonidos de Vocal Larga, Digrafos de Consonantes y trigrafos
	Compound Words, Word Endings, Syllable Division, Syllable Types	Palabras compuestas, Terminaciones de las palabras, División de sílabas, tipos de sílabas
	Word Families, 3-letter Blends, Qu, Sounds of -ed	Familias de palabras, mezclas de 3 letras, Qu, Sonidos de -ed
	R-controlled Vowels, Diphthongs	Vocales R-controlados, Diptongos
Proficiency Level	Advanced	Avanzado
	Proficient	Intermedio
	Basic	Básico
	Below Basic	Debajo del nivel básico
	Far Below Basic	Muy por debajo del nivel básico

Book Description, Proficiency Levels and Task Descriptions

	English	Spanish
	Student chooses the picture that begins with the sound of the letter shown on the screen.	Estudiante elige la imagen que empieza con el sonido de la letra que aparece en la pantalla.
	Student chooses the word below that matches the word above.	Estudiante elige la palabra a continuación que coincida con la palabra de arriba.
	Student chooses the picture that represents the word on the screen. The student then types the word.	Estudiante elige la imagen que representa la palabra en la pantalla. El estudiante entonces escribe la palabra
	Student drags down a word from the top to match the picture shown on the screen.	Estudiante arrastra una palabra de la parte superior para que coincida con la imagen que se muestra en la pantalla.
	Student chooses from 2 letters or group of letters to spell the word that describes the picture.	Estudiante elige a partir de 2 letras o grupos de letras para deletrear la palabra que describe la imagen.
	Student chooses the word that describes the picture on the screen.	Estudiante elige la palabra que describe la imagen en la pantalla.
	Student chooses the sentence that describes the picture.	Estudiantes elige la oración que describe la imagen.
	Student drags down letters or types the word to describe the picture.	Estudiante arrastra letras o escribe la palabra para describir la imagen.
	Student answers yes if the sentence describes something that is true or likely to be true. Student answers no if the sentence describes something that isn't	Estudiante responde que si, si la frase describe algo que es cierto o probable que sea verdad. Estudiante responde que no, si la frase describe algo que
	Student chooses the consonant blend at the beginning of the word that describes the picture on the screen.	Estudiante elige la combinación consonante al principio de la palabra que describe la imagen en la pantalla.
	Student identifies the vowels in the words on the screen.	Estudiante identifica las vocales en las palabras en la pantalla.
	Student adds a silent e to make a new word.	Estudiante añade una e silenciosa para hacer una palabra nueva.
	Student identifies the silent e in the words.	Estudiante identifica la e en las palabras.
Task (Long	Student separates the compound word into two smaller words.	Estudiante separa la palabra compuesta en dos palabras más pequeñas.
Version)	Student drags down a word from the top to fill in the blank part of the sentence.	Estudiante arrastra una palabra de la parte superior para rellenar la parte en blanco de la frase.
	Student identifies the root of the word. Student then drags the words to fill in the blank part of the sentences.	Estudiante identifica la raiz de la palabra. Estudiante luego arrastra las palabras para llenar el espacio en blanco de las frases.
	Student drags down a word from the top which is the antonym of the word on the screen.	Estudiante arrastra una palabra de la parte superior que es el antónimo de la palabra en la pantalla.
	Student chooses the picture that begins with the sound of the letters shown on the screen.	Estudiante elige la imagen que comienza con el sonido de las letras que se muestran en la pantalla.
	Student chooses syllables to make new words to fill in the blank parts of the sentences.	Estudiante elige silabas para formar palabras nuevas para rellenar las partes en blanco de las frases.
	Student unscrambles the syllables to make a word that fits the meaning written on the screen.	Estudiante decodifica las silabas para formar una palabra que se ajuste a lo dispuesto por escrito en la pantalla.
	Student chooses the word that describes the picture on the screen.	Estudiante elige la palabra que describe la imagen en la pantalla.
	Student chooses the word that answers the question in the sentence on the screen.	Estudiante escoge la palabra que responde a la pregunta en la frase en la pantalla.
	Student identifies the syllable as open or closed.	Estudiante identifica la sílaba como abiertas o cerradas.
	Student identifies the syllable as long or short.	Estudiante identifica la silaba como largas o cortas.
	Student answers questions about reading passage.	Estudiante responde a las preguntas sobre la lectura de pasaje.
	Student fills in words to complete crossword puzzle.	Estudiante rellena palabras para completar crucigramas.
	Student identifies the suffixes in the words shown on the screen.	Estudiante identifica los sufijos en las palabras mostradas en la pantalla.
	Student chooses drags a suffix from the top to create a new word to fill in the blank part of the sentence.	Estudiante elige arrastra un sufijo de la parte superior para crear una nueva palabra para completar la parte en blanco de la frase.
	Student choose the correct definition of the word shown on the screen.	Estudiante elige la correcta definición de la palabra que aparece en la pantalla.
	Student identifies words in a word search that match the definitions on the screen.	Estudiante identifica las palabras en una búsqueda de palabras que coinciden con las definiciones en la pantalla.

	English	Spanish
	match pic with same sound	coincide con foto con el mismo sonido
	match the same word	coinciden con la misma palabra
	match pic then type word	coincide con la foto luego escriba la palabra
	drag word to match pic	arrastra la palabra que coincide con la foto
	choose letters spell pic	elegir las letras, deletrear foto
	match word with pic	la palabra coinciden con foto
	match sentence with pic	coincide la oración con foto
	spell pic	deletree la foto
	yes/no	sí / no
	match blend with pic	coincidir con la imagen de mezcla
	identify vowels	identificar las vocales
	add silent e	añadir e silenciosa
	identify silent e words	identificar palabras e silenciosa
Task (Short	separate compound words	separar palabras compuestas
Version)	fill in the blank	llene el espacio
	fill in the blank- root	llene el espacio- raíz
	antonym	antónimo
	match pic with same sound	coincide con foto con el mismo sonido
	fill in the blank- syll	llene el espacio- sílaba
	unscramble syllables	reordenar las silabas
	match word with pic	la palabra coinciden con foto
	answer question	responder a la pregunta
	syllables- open/closed	sílabas- abierto / cerrado
	syllables- long/short	sílabas- largo / corto
	reading passage	lectura de pasajes
	crossword puzzle	crucigrama
	identify suffix	identificar el sufijo
	fill in the blank- suffix	llene el espacio- sufijo
	definition	definición
	word search	búsqueda de la palabra