

Third Grade

Explode The Code

Third Grade Explode the Code (Books 5 and 6)

Box 1: Class Description

This year-long course covers the Third grade English content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

Box 2: Learning Materials

The curriculum, books, supplies, materials, web-sites, and other sources used for this course are: Levels Five and Six of Explode The Code

Box 3: Learning Goals/Performance Objectives

September- Pretest, Lessons 1, 2, and start lesson 3 in book 1. Lesson 1 ed words; Lesson 2 ed words; Lesson 3 all and alk words

October- Lessons 3, 4, and 5; Lesson 3 all and alk words; Lesson 4 old, olt, and oll words; Lesson 5 ild and ind words

November- Lessons 6, 7, and 8; Lesson 6 Review Lesson; Lesson 7 qu words; Lesson 8 thr, shr, and scr words

December- Lessons 9 and 10; Lesson 9 str ,spr, and spl words; Lesson 10 ey words

January- lesson 11, post test, of book five and lessons 1 book six. Lesson 11 Review Lesson Book 5 Post Test; Explode the Code book 6 Lesson 1 ar words

February- Lessons 2, 3 and 4 covering Lesson 2 or words; Lesson 3 er, ir, ur words; Lesson 4 wor and war words

March- Lessons 5, 6, 7 Lesson 5 Review Lesson; Lesson 6 igh words; Lesson 7 oo words

April- Lessons 8,9,10, Lesson 8 ea words; Lesson 9 ie words; Lesson 10 Review Lesson

May- Lessons 11,12,13; Lesson 11 oi and oy words; Lesson 12 ou and ow words; Lesson 13 au and aw words

June- Lesson 14, 15 and a posttest Lesson 14 eu, ui, ue and ou words; Lesson 15 Review Lesson; Book 6 Post Test

Box 4: Learning Activities

The first four days of the week the student will complete a phonics lesson from the phonics curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

Box 5: Progress Criteria, Methods of Evaluation

Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentences in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

- * observation and/or correction of daily and/or weekly work and progress
- * daily or weekly discussion of assignments, readings, writings
- * correction of work done incorrectly
- * portfolio kept of student work, at least weekly
- * standardized testing (iReady, state assessments, Iowa Tests, etc.)

NOTE: Evaluation of progress items noted above with an *, should be changed and adjusted to fit the specific age of the child, course being taken, etc.

Box 6: Weekly Hours

Please estimate the number of hours your student will work on this course each week.

*The *Beyond the Code* series accompanies the first four books of the *Explode the Code* series. This workbook will help students develop comprehension and thinking skills by reading stories that follow the same phonetic structure as *Explode the Code*, providing kids with a familiar, on-level reading experience. Each chapter begins with writing and spelling activities that introduce new sight words and teach phonetic patterns; these are followed by charmingly illustrated stories, and finally a set of questions and exercises that give students the opportunity to add their own drawings while developing their understanding of the story and encouraging their reasoning abilities. Instructions are simple and written directly to the student, allowing for independent work.