

SAMPLER



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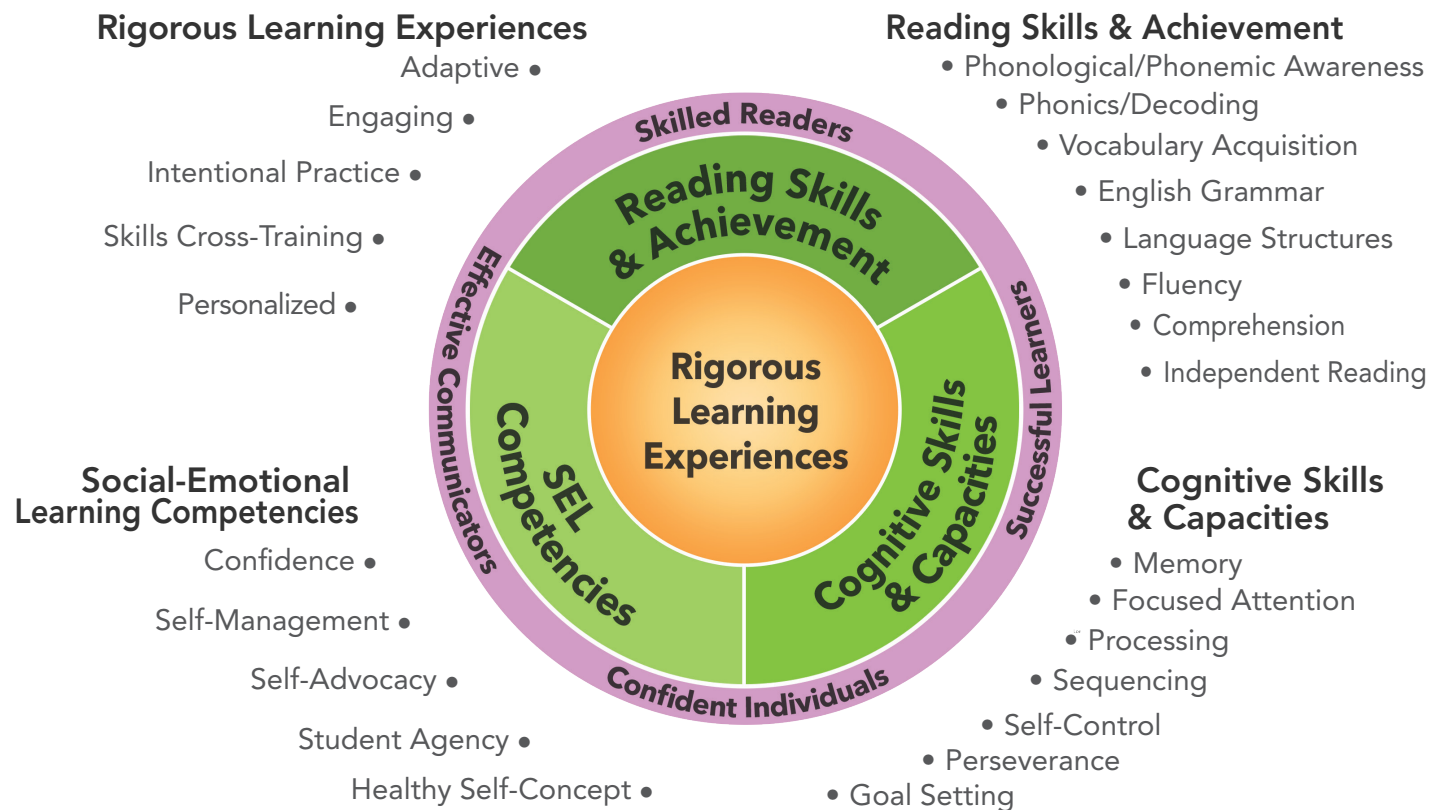
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THE IMPACT OF READING ACHIEVEMENT

Children who are not reading at grade level are more likely to struggle in all of their academic subjects, year after year. The powerful impact of reading achievement extends into many life areas beyond a child’s education, from self-confidence and behavior, to health and future career prospects.

Fast ForWord Reading simultaneously and intensively addresses gaps in foundational language, reading and cognitive skills to help students succeed in school and beyond.



Fast ForWord Reading Components

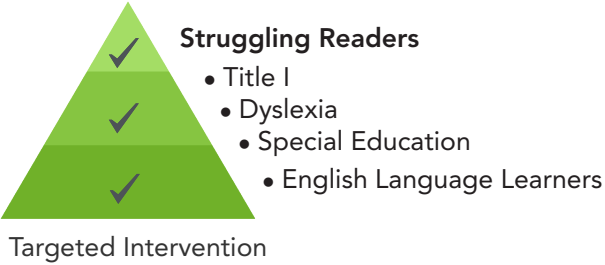
mySciLEARN (LMS)	Fast ForWord	
Reports	Reading Progress Indicator	Reading Readiness
Student Resources		Reading Level 1
Teacher Resources		Reading Level 2
Teacher Training		Reading Level 3
Help and Support		Reading Assistant Plus
	Foundation I	
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1 Create Confident, Lifelong Readers

Students who have fallen behind in reading experience lower self-esteem and often lose desire to learn or go to school. Fast ForWord Reading empowers children to overcome their reading difficulties, building self-confidence toward learning to read and reading to learn.

2 Provide Personalized, Adaptive Learning

Fast ForWord Reading meets students at their individual skill levels and delivers personalized instruction to address the diverse needs of struggling readers.



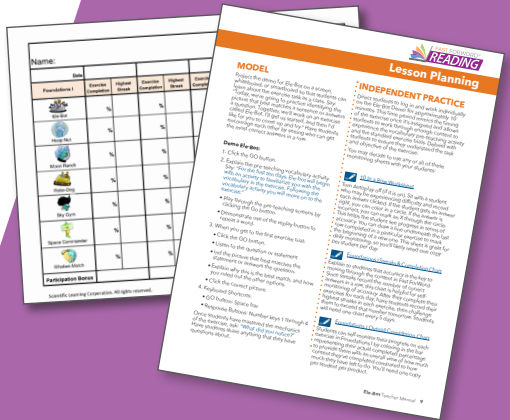
3 Drive Instruction with Actionable Data

Teachers and administrators see real-time progress with reports on four levels:

- Student
- Class
- School
- District

4 Build Teacher Capacity

Instructional planning is easy with ready-made resources, including teacher manuals and worksheets. Teachers are also supported with consultation and instruction on-site, remotely, and on-demand.



THE FAST FORWARD READING EXPERIENCE

The program components of Fast ForWord Reading support all phases of the teaching-learning cycle. Digital resources save time and engage teachers and students so they rapidly reach reading goals.

Students build learning capacity, equipping them to more fully benefit from classroom instruction. The program magnifies teacher impact by supplementing, but not replacing, curricula and teacher-led instruction.

1 Differentiate for Learner Needs:
Assessment, Learner Pathways, Lesson Plans

2 Provide Learning Opportunities:
Personalized and Adaptive Activities

3 Assess and Report:
Actionable Data in Easy-to-Use Reports

4 Monitor and Adapt:
Teacher and Student Resources

1-2 years reading gains
in just 40-60 hours of use

1 DIFFERENTIATE FOR LEARNER NEEDS

Reading Progress Indicator

Teachers know their students' learning needs better than anyone. Reading Progress Indicator (RPI) expands this knowledge.



Pre- and Post-Assessment

RPI is a norm-referenced, computer-based assessment that students take before and after completing an assignment, allowing instructors to monitor student reading gains.



Reading Gains

RPI measures four reading skills to track student reading achievement:

- phonological awareness
- decoding
- vocabulary
- comprehension

Performance by Reading Skill on Initial Assessment							
First	Last	Test Date	Grade	Percent Correct by Reading Skill			
				Phonological Awareness	Decoding	Vocabulary	Comprehension
Adam	Kroller	10/20/2019	4	20%	11%	9%	15%
Adrianna	Brody	10/20/2019	4	70%	33%	45%	46%
Boris	Filchenko	10/21/2019	4	40%	33%	27%	23%
Gianna	Valenzuela	02/08/2019	4	30%	11%	27%	15%
Johanna	Hernandez	06/13/2019	4	50%	55%	54%	69%
Lacosta	Balbuena	06/13/2019	4	50%	77%	63%	53%

Percent Correct by Reading Skill			
Phonological Awareness	Decoding	Vocabulary	Comprehension

High Level of Validity

Numerous studies demonstrate the positive correlation of RPI to state and nationally normed assessments, establishing RPI's high level of validity.



1 DIFFERENTIATE FOR LEARNER NEEDS

Fast ForWord Reading Scope and Sequence

Systematic Skill Development
Students build the foundational reading skills in a structured literacy model, aligning with current research on the science of reading.

Long-Lasting Gains
Students simultaneously build multiple cognitive and reading skills, which results in efficient and lasting gains.

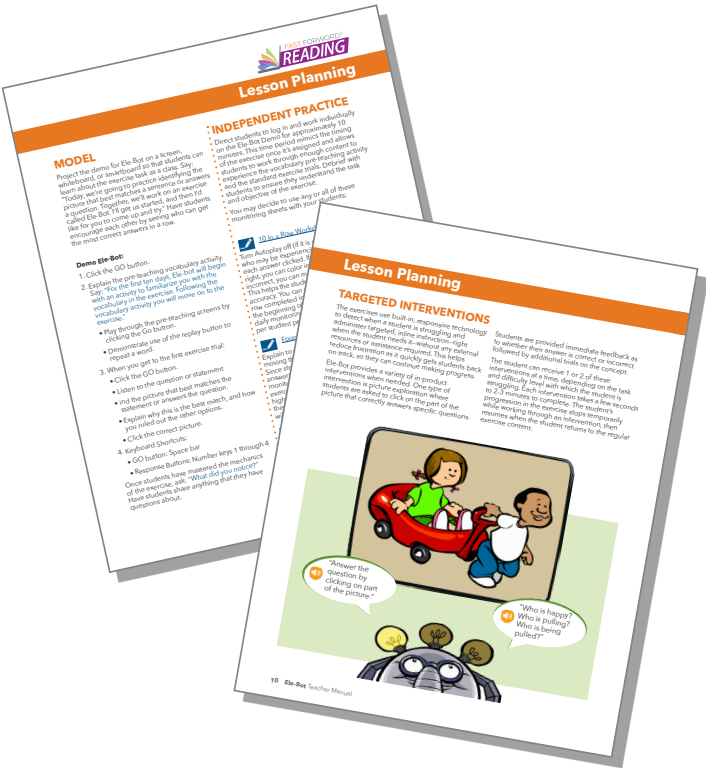
Fast ForWord Reading (Grades K-5) Scope & Sequence	Foundations I	Foundations II	Reading Readiness	Reading Level 1	Reading Level 2	Reading Level 3	Reading Assistant Plus
Language & Pre-Reading Skills							
Listening Accuracy	●	●	●	●	●		
Auditory Sequencing	●	●					
Auditory Word Recognition	●	●	●	●	●		
English Grammar	●	●		●	●	●	
Following Directions	●	●	●				
Foundational Reading Skills							
Print Concepts			●	●	●		●
Phonological/Phonemic Awareness	●	●	●	●	●	●	
Phonics/Decoding		●	●	●	●	●	
Word Structure & Knowledge	●	●	●	●	●	●	
High-Frequency Words				●	●		●
Fluency				●	●	●	●
Capitalization & Punctuation				●	●		●
Vocabulary Acquisition Skills							
High-Frequency Words			●	●	●		●
Word Learning Strategies				●	●	●	●
Academic Language				●	●	●	●
Comprehension Skills							
Listening Comprehension	●	●		●	●		●
Key Ideas & Details				●	●	●	●
Independent Reading					●	●	●
Monitoring Comprehension				●	●	●	●
Cognitive Learning Skills							
Memory	●	●	●	●	●	●	●
Attention	●	●	●	●	●	●	●
Processing	●	●	●	●	●	●	●
Sequencing	●	●	●	●	●	●	●



Flexible Implementation

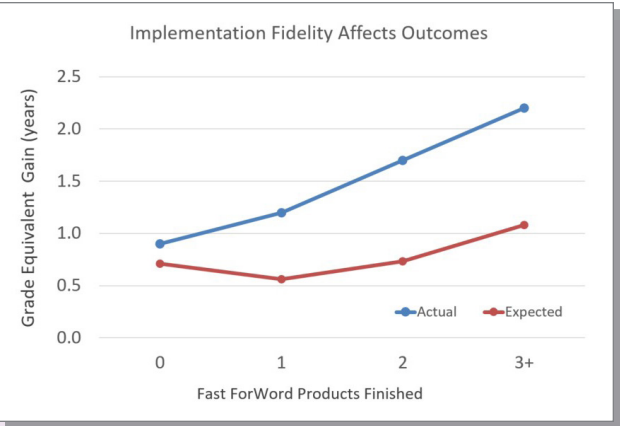
No two students — or even schools — have the same needs. To ensure the best fit and the most efficient results, Fast ForWord Reading offers flexible scheduling options. Choose:

- number of days per week – 3 or 5 days
- number of minutes per day – 30, 40, 50 or 90 minutes.



Easy and Accurate Placement

The Auto Assign feature uses students' initial RPI scores, grade levels, and any educational classifications such as ELL or SPED to quickly and accurately place each student into the appropriate learner pathway. Teachers also have the option to manually place students.



Implementation Fidelity Drives Gains

Students who use the Fast ForWord Reading program with fidelity are significantly more likely to make gains compared to students who minimally use the program.

Differentiated Instruction

Classrooms are filled with students who have different needs, and many teachers don't always have time to plan lessons that use differentiated instruction. To help create lessons that engage and resonate with a diverse classroom, differentiated instructional activities and strategies are suggested for Fast ForWord Reading exercises.

Turn to page 32 for full lesson plan

2 PROVIDE LEARNING OPPORTUNITIES

Developing Skilled Readers

Skilled reading requires the simultaneous development of language, reading, and cognitive skills. The strands of this Reading Rope are interconnected and interdependent, and they reinforce one another.



Language and Reading Skills

Phonological Awareness
Phonics/Decoding
Word Recognition
Vocabulary Acquisition
Background Knowledge
Conventions & Language Structures

Cognitive Skills and Capacities

Focused Attention
Processing
Memory
Sequencing
Verbal Reasoning

The language and reading strands work together as reading becomes more accurate, fluent, and increasingly automatic and strategic. This requires instruction, repetition, practice, and time.

Increasingly Strategic and Automatic →

The cognitive strands work together as the reader is able to selectively attend to, rapidly process, sequence, and retain salient letter, word, and grammatical details.

The language and reading strands interweave with the cognitive attentional, memory, and processing strands to maximize fluency and comprehension for skilled reading.



2 PROVIDE LEARNING OPPORTUNITIES

Engagement/Motivation

Learning is not just rigorous—it's fun! Real-time counters, reward animations, and other design features captivate students as they play and learn at the same time, as seen in Ele-Bot, one of the many engaging and effective exercises within Fast ForWord Reading.

Current Streak and Highest Streak Counters

drive students to effectively and efficiently make gains by emphasizing accuracy over speed.

Point Counters

energize students as they see their progress continuously climb.

Progress Meters

get students excited to reach 100% exercise completion. Students track and celebrate increments of progress along the way.

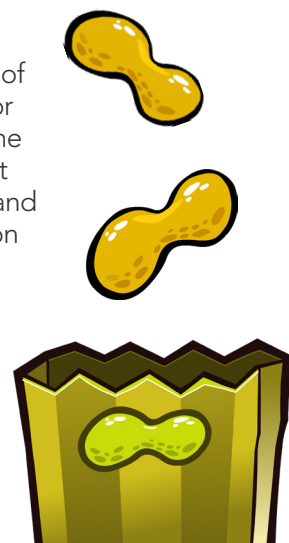
Headlight Reward Animation

Lightbulbs light up to show the number of consecutive correct answers.



Peanut Reward Animation

delights students as they achieve multiple streaks of correct answers. Peanuts accumulate in the bag for sets of 3 consecutive correct answers, and when the bag is full, Ele-Bot eats the peanuts. When Ele-Bot empties 4 bags, the golden peanut bag appears and is filled with gold peanuts. Students concentrate on accuracy because they love feeding Ele-Bot!



Student-Driven

Students build **reading skills** on pathways best fit for their level and needs. They progress as structured, sequential activities start with easier concepts and questions and gradually progress to harder ones. Students receive immediate corrective feedback for every answer.



The Today's Report screen allows students to monitor their usage and progress against their daily goals.



Students can easily check on their daily practice time for each exercise.

Adaptivity and Built-In Interventions

Learning isn't one-size-fits-all! That's why each student has an individualized experience with exercises that adapt to learner performance by introducing new content and removing mastered content, ensuring an ideal pace and level of challenge.

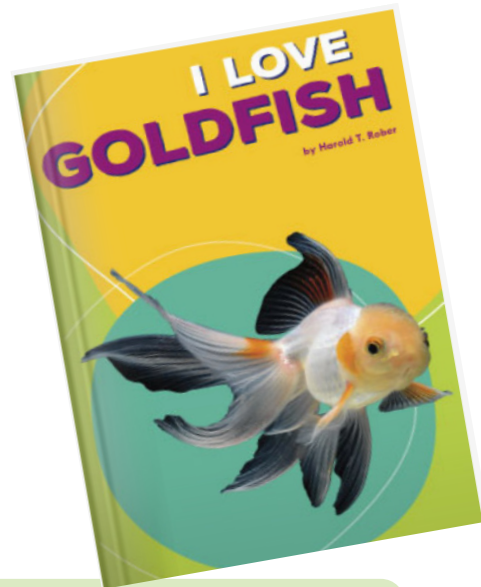
Students also receive help at the moment they need it. If they struggle, automated interventions provide focused skill practice before returning students to the exercise.



A Virtual Tutor

Reading Assistant Plus, an essential component of Fast ForWord Reading, empowers teachers to provide effective and differentiated independent reading practice for all students.

- Gives real-time corrective feedback while students read - a virtual tutor
- Develops background knowledge and vocabulary
- Improves fluency and comprehension
- Heightens motivation and engagement
- Monitors and reports on student progress
- Increases reading achievement



Personal and Diverse

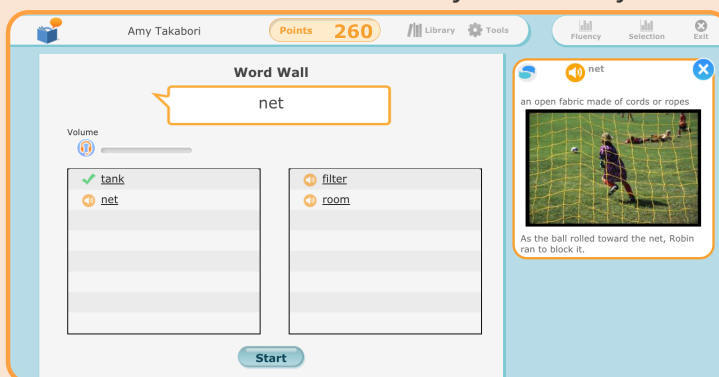
- A wide array of genres and authors, from poetry to informational texts
- Reading recommendations can be matched to each student's grade and reading level

Reading Assistant Plus



Step 1: Preview and Read On My Own

- Preview and interact with key vocabulary words



- Listen to a modeled reading with word-by-word highlighting

I Love Goldfish

Pet Goldfish

I picked out a goldfish at the pet store.

I will take it home and care for it.

I will watch it swim.



- Click a word to hear it read aloud and view its definition
- Complete "Think About It" guided reading activities

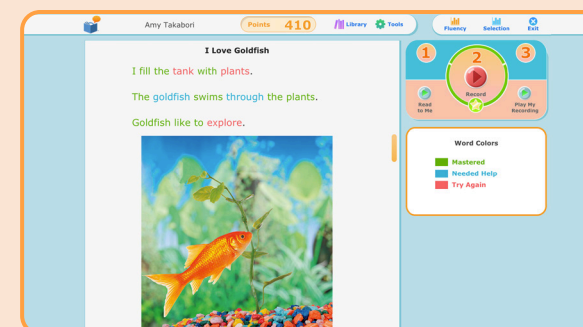
This passage is titled "I Love Goldfish." What will this story likely be about? Check all that apply.

- ☐ why cats like fish
- ☐ facts about goldfish
- ☐ facts about dogs
- ☐ why goldfish are good pets

Submit

Step 2: Read and Record

- Record oral reading of a selection
- Get real-time corrective feedback
- See a word-by-word, color-coded display of oral reading performance



- Review the Fluency Report showing words correct per minute and words to practice



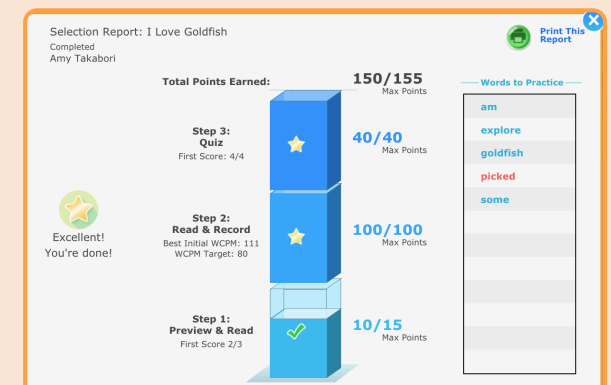
Step 3: Take the Quiz

- Complete a short comprehension quiz to assess understanding of the selection
- Review achievement in Selection Report

Which is the best summary of the passage you have just read?

- ☐ Goldfish need water, food, a tank, and lots of love and care to be great pets.
- ☐ Goldfish are cool.
- ☐ Goldfish are only fun if you know how to care for them.
- ☐ Taking care of goldfish is a lot of work.

Submit



Flexible and Customizable Settings

- Create a custom library by reading level, genre, etc.
- Adjust settings for pronunciation correctness and intervention wait time
- Enable Spanish instructions and English/ Spanish glossary support

Spanish support available

Actionable Data in Easy-to-Use Reports

Fast ForWord Reading's continuous assessment informs every learner's personalized pathway, scaffolded learning experience, and pacing. The program captures and converts real-time data into information and insights to help educators make the best instructional choices for their students.

Measure
the impact of
the program

Monitor
usage

Track
progress on
exercise content
and skills

Identify
when students
reach
milestones or
struggle

Respond
to student
progress by
accessing
additional offline
resources for
direct, teacher-
led instruction
and activities
for independent
student use

District and School Reports

- Easily monitor student growth
- Collect specific, actionable data
- Understand student learning
- Determine resource value and site-based needs

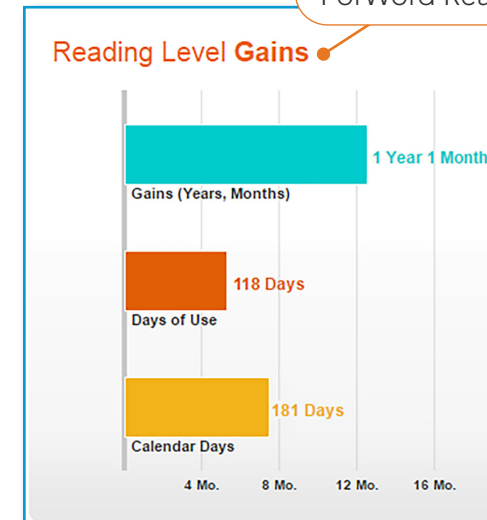
Class and Student Reports

- Easily monitor student growth and usage
- Plan small group instruction
- Identify students who may be struggling
- Make informed intervention decisions
- Celebrate student success

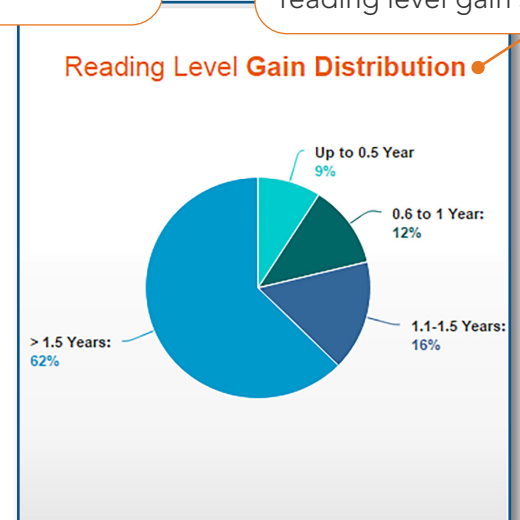
Measure the Impact of Fast ForWord Reading

Reading Progress Indicator (RPI) correlates to nationally recognized normed assessments and provides overall reading scores that indicate how students are responding to the Fast ForWord Reading program.

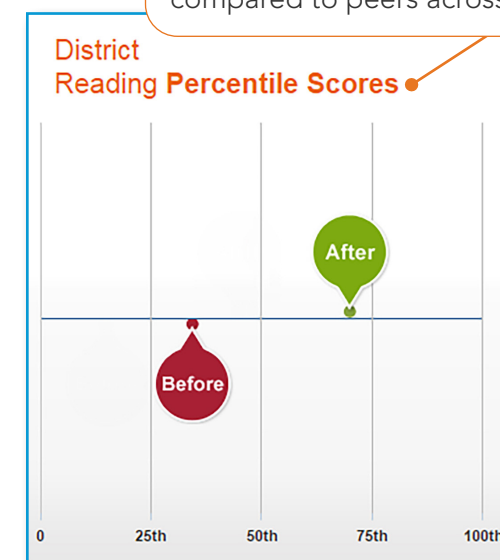
Reading Level Gains display average gain score for students compared to the length of time they spent using the Fast ForWord Reading program.



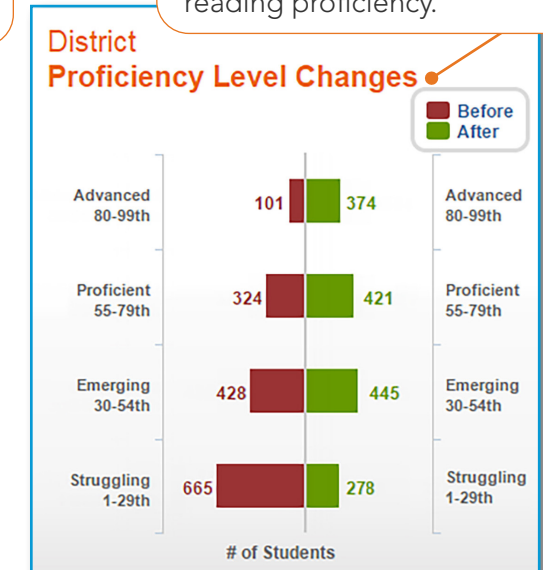
Reading Level Gain Distribution maps students across four categories of reading level gain scores.



District Reading Percentile Scores show the average percentiles before and after Fast ForWord Reading use. This score reflects student performance compared to peers across the nation.



District Proficiency Level Changes map students across four levels both before and after Fast ForWord Reading use to illustrate improvements in reading proficiency.



3 ASSESS AND REPORT

Measure the Impact of Fast ForWord Reading

Gains by Student		Initial Assessment					
First	Last	Test Date	Total Min	Grade	Grade Equivalent	National Percentile	Proficiency Level
Adam	Kroller	10/20/2019	14	4	1.6	1	Struggling
Adrianna	Brody	10/20/2019	10	4	4	40	Emerging
Boris	Filchenko	10/21/2019	12	4	2.5	12	Struggling
Bancroft	Weyer	10/20/2019	10	4	2.4	10	Struggling
Carolina	Speranchi	10/21/2019	14	4	4.4	48	Emerging
Gianna	Valenzuela	02/08/2019	10	4	2	4	Struggling
Johanna	Hernandez	06/13/2019	14	4	4.8	56	Proficient
Lacosta	Balbuena	06/13/2019	10	4	5	61	Proficient

Initial Assessment Table illustrates initial RPI results for students within the group, including grade-level equivalents and national percentile scores.

Gains by Student		Initial Assessment					
First	Last	# Post Tests	Grade Equiv. Gains (Y.Mo)	Percentile Gains	# FFW Products Completed	Days of Use	Calendar Days
Adam	Kroller	1	+2.3	+41	2	93	117
Adrianna	Brody	1	+1.9	+14	1	77	159
Boris	Filchenko	1	+2.8	+31	1	77	160
Gianna	Valenzuela	1	+2.1	+15	1	76	180
Johanna	Hernandez	1	+1.2	+5	2	81	149
Nigel	Tuffel	1	+1.5	+48	1	97	129

Gains by Student Table illustrates the grade-level equivalents and percentile gains students make as measured between RPI assessments.

Gains by Group Table allows easy comparison of progress across groups.

Group	# Pre Tested	# Post Tested	Grade Equiv. Gains (Y.Mo)	Percentile Gains	Average		
					# FFW Products Completed	Days of Use	Calendar Days
1st Period Group	16	12	+1.0	+10	0.9	57	94
3rd Period Group	13	10	+0.9	+9	0.8	56	93
6th Period Group	10	10	+1.7	+12	1.0	62	94

Performance by Reading Skill on Last Assessment							
First	Last	Test Date	Grade	Percent Correct by Reading Skill			
				Phonological Awareness	Decoding	Vocabulary	Comprehension
Adam	Kroller	05/02/2019	4	60%	66%	18%	38%
Adrianna	Brody	03/21/2019	3	100%	75%	87%	62%
Boris	Filchenko	05/22/2019	5	60%	44%	54%	30%
Gianna	Valenzuela	04/02/2019	2	100%	57%	66%	57%
Johanna	Hernandez	05/02/2019	5	61%	60%	44%	45%
Nigel	Tuffel	05/06/2019	6	61%	70%	88%	54%
Yves	Valenzuela	05/22/2019	5	92%	100%	88%	36%

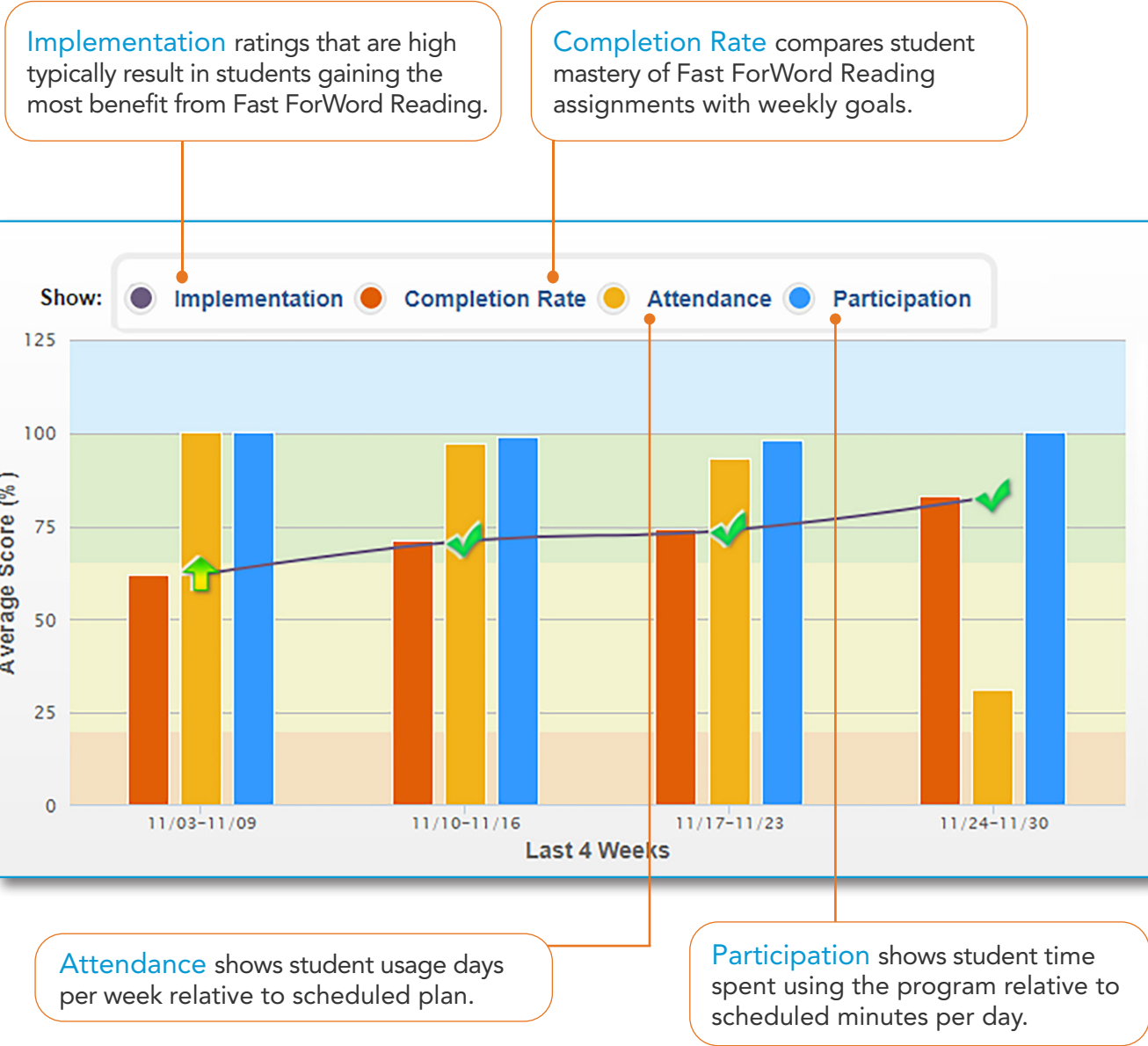
Performance by Reading Skill Table presents skill-based results for students in the group, as measured by initial and most recent RPI assessments.

3 ASSESS AND REPORT

Monitor Usage

Usage graphs illustrate how well students meet weekly achievement and usage goals across the selected date range, on district, school, group, or individual student levels.

Usage tables provide implementation scores for schools within a district, groups within a school, or students within a group across the selected date range.



Usage by School ?						
School	Enrolled	Implementation	% Completion Rate	% Attendance	% Participation	Alert
Anderson Valley Elementary School	258	✓	65%	85%	97%	32
Bridges High School	349	↑	72%	87%	93%	33
Coolidge Elementary School	134	✓	75%	81%	96%	19
Foundations I	19	✓	81%	79%	98%	0
Foundations II	52	★	128%	86%	98%	4

Student Usage Summary and Details Reports:

Treshon Adams View Profile

Show: Foundations I

Usage Summary

Product: Foundations I

Completion Rate	Attendance	Participation	Alerts	Schedule
164%	100%	100%	0	30 minutes / 3 days

Start Date: 01/28/2020 Last Used: 03/09/2020 Total Days: 14 Total Time: 7 hrs

Usage Details ?

Schedule	Minutes/Trials	Start Time	Total Minutes					
Days of Use	Date	Ele-Bot	Hoop Nut	Moon Ranch	Robo-Dog	Sky Gym	Space Commander	Whalien Match
19	-							
18	-							
17	-							
16	-							
15	-							
14	03/09/2020							
13	03/06/2020							
12	03/05/2020							
11	03/03/2020							

An overview of all activity for a particular assignment.

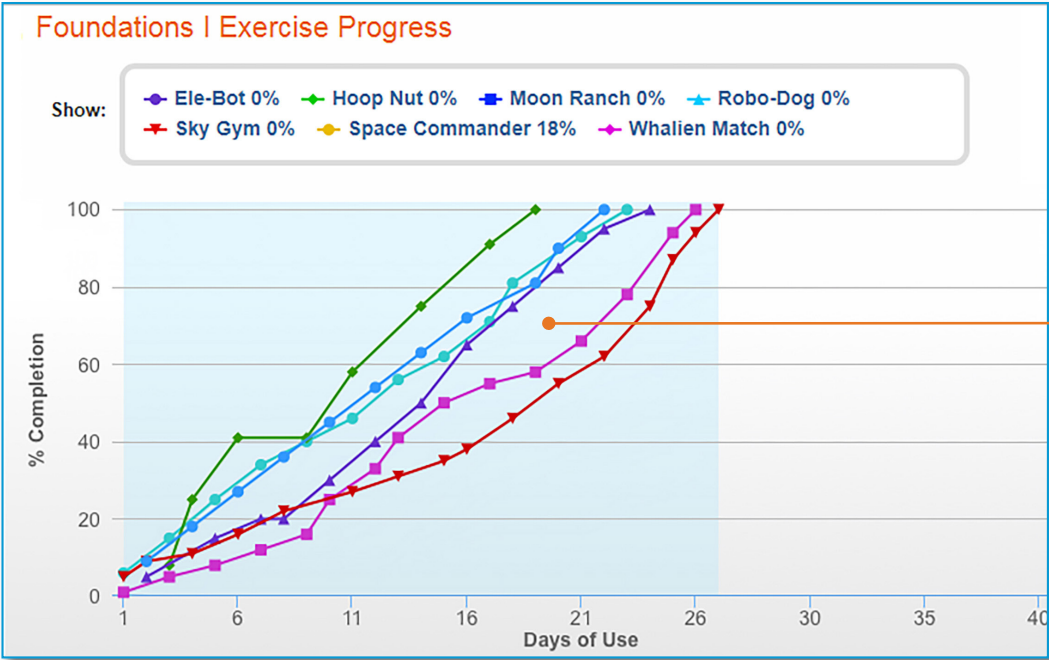
Shows student daily activity for the selected Fast ForWord Reading assignment, including:

- exercises undertaken
- total number of trials undertaken per exercise
- exercise start time
- actual time spent per exercise.

3 ASSESS AND REPORT

Track Student Progress

The exercise progress report reviews student progress in each Fast ForWord Reading exercise, and error reports provides more granular insight.



Visually track student daily progress for each exercise.

Error reports provide insight into student mastery of grammar, vocabulary, and word discrimination, allowing for targeted intervention strategies.

Ele-Bot

Errors Occurred in:	% Errors	Errors Out of Attempts
Object Pronouns: Him & Her Example: Point to "him."	18%	10 of 56
Description Words Example: Which is "heavy"?	47%	43 of 91
Action Words Example: Which is "eat"?	18%	16 of 91
Predicative Adjectives Example: The tub is full.	17%	3 of 18

Identify and Respond: Report Status Updates and Alerts

When students reach specific milestones within the program or require intervention, a status indicator appears to inform staff members that an immediate action should be taken.

Usage by Student ?

Last	First	Product	Completion Rate	Attendance	Participation	Status	Complete	Last Used
Adams	Treshon	Foundations I	41%	60%	87%		35%	2/17/16
Balbuena	Lacosta	Foundations I	84%	60%	82%		46%	2/17/16
Brody	Adrianna	Reading Level 1	28%	20%	27%		27%	2/26/16
Filchenko	Boris	Foundations I	33%	80%	91%		52%	2/17/16
Hernandez	Johanna	Foundations I	122%	100%	98%		100%	2/17/16
Himmerson	Pandora	Foundations I	33%	80%	82%		31%	2/17/16

Alerts/Status

Alert flags and status icons appear when you need to take action. If you see one in a report, click it for detailed recommendations:

- Switch
- Complete
- Intervene
- Adjust

More help »

Status updates and alerts open to reveal detailed recommendations.

Intervene

The learner is not progressing as well as desired in one or more exercises. They may be having difficulty with the exercises conceptually, or with the content or motivation.

To help get them back on track, please refer to the following support materials, or individual and group activities:

- Jumper Gym
- Paint Match

4 MONITOR AND ADAPT

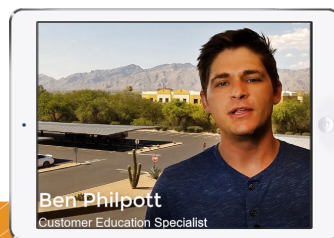
Teacher and Student Resources

Teachers monitor student progress and adapt instruction according to student strengths and gaps. Dedicated onboarding services and ongoing training opportunities, as well as an extensive library, support teachers and administrators as they foster student success.



Free Virtual Training

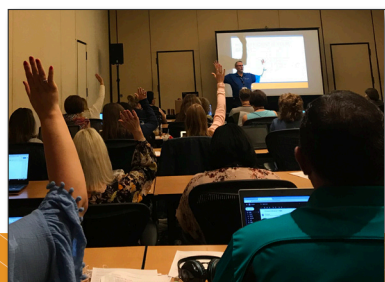
On-demand professional eLearning services provide easy and convenient on-boarding.



Self-Paced Start-Up Videos



Free Live Training Webinars



Success Monitoring Services

On-Site Consultation and Instruction

District- and school-based training, classroom visits, mentoring, data review, webinars, and other targeted resources provide ongoing professional development.



mySciLEARN Toolbox

Worksheets motivate students to make efficient progress. Teacher manuals help educators deliver effective lessons and minimize prep time.



Tech Support

Technical Support and Help by phone, email, live chat, and text message assist along the way.



Turn to page 44 for full-page resources

TEACHER MANUAL



ELE-BOT

- Exercise Overview
- Lesson Planning
- Student Progress Monitoring

Goals/Objectives

Exercise Overview

Standard

Conventions of Standard English: students will be able to demonstrate command of the conventions of standard English grammar and usage

Vocabulary Acquisition and Use: students will be able to determine or clarify the meaning of unknown and multiple-meaning words in phrases, choosing flexibly from an array of options

Language/ Reading Skills

- Students will be able to...
- demonstrate understanding of English grammar and usage elements such as:
 - adjectives, comparatives, quantifiers
 - singular/plural nouns and verbs
 - possession
 - simple negation
 - subject-verb agreement
 - pronouns
 - verb tenses
 - prepositions
 - active/passive voice
 - clauses
 - demonstrate understanding of vocabulary in terms of meaning, phonological structure, and grammatical role
 - use sentence-level context as a clue to the meaning of a word or phrase
 - use frequently occurring affixes as a clue to the meaning of a word
 - use frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

Cognitive Skills

- Students will be able to...
- hold a question/statement in working memory while retrieving picture-concept associations from their long-term memory to identify the correct response (memory)
 - use word order to comprehend simple and complex sentences (sequencing)

Social-Emotional/ Executive Function Skills

- Students will be able to...
- selectively focus and sustain attention on a lesson or an activity
 - inhibit impulsive responses
 - regulate emotional responses, e.g., excitement or frustration

EXERCISE SCREEN



- 1 Menu**
Displays options:
 - **Exit:** Leave the exercise early.
 - **Time:** See how much time is left in the schedule for the exercise
 - **Network:** Check the connection status.
- 2 Current Streak**
Displays the number of correct answers a student completes in a row.
- 3 Points**
Shows total points awarded across all of a day's sessions.
 - Correct answers: 2 points for each correct answer
 - Bonus points: 10 points after 12 correct answers
 - Autoplay bonus: double the usual points if all answers in a set are completed correctly.
- 4 Highest Streak**
Displays the number of correct answers in the student's longest streak of the day.
- 5 Time**
Fills in from left to right to show the amount of time spent vs time scheduled for the exercise. When the time requirement is met, the exercise closes.

- 6 Replay**
Repeats the question or statement to be answered.
- 7 Autoplay Counter**
When an Autoplay sequence is in progress, this counter shows how many trials remain in the sequence.
- 8 Peanut Reward Animation**
 - A peanut appears in the bag for every three correct answers in a row.
 - After 3 sets of 3 consecutive correct answers, the robot eats the peanuts and the empty bag moves to the right of the screen.
 - When the student accumulates four empty peanut bags, the golden peanut bag appears. This bag is filled with gold peanuts instead of regular peanuts.
 - Bonus points are awarded when the golden peanut bag is filled, and the student earns a special gold peanut, which is displayed on the right-hand side of the screen under the replay button.
- 9 Feeder Meter**
Tracks and celebrates every 1% of exercise content completion.
- 10 Progress Meter**
Tracks and celebrates every 10% of exercise content completion.
- 11 Completion Status**
Displays the percent complete score for the exercise.
- 12 Response Buttons**
Peanut images disappear to display two to four pictures. The student must click the picture that most accurately represents the answer to the question or statement.
- 13 Headlight Reward Animation**
Lightbulbs light up to show the number of consecutive correct answers.
- 14 Go**
Starts a trial or a series of Autoplay trials.

Exercise Overview

TASK

Pre-teaching Vocabulary

For the first ten days, Ele-Bot starts the first session of the day with a pre-teaching activity to help familiarize students with the vocabulary in the exercise.

- Each session presents 9-10 words.
- Each word is illustrated with 1-2 pictures, and the word is pronounced and sometimes used in a sentence.

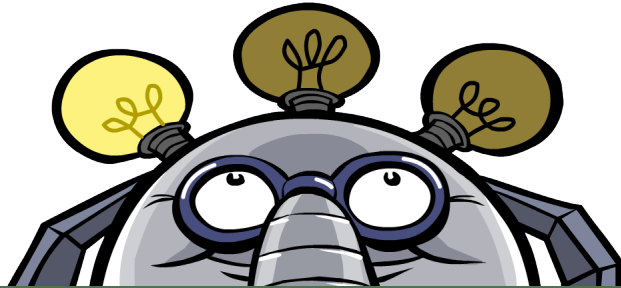
- After a few moments, the pictures disappear. If the student wishes to review a word, they may click the replay button once.
- Otherwise, the student clicks the GO button to continue with the activity until all of the words for the day have been presented.
- The student proceeds with the standard exercise trials.



Standard Trials

Students take each trial as follows:

- The student clicks the GO button to start a trial (or a series of Autoplay trials).
- Two to four pictures are displayed on the screen.
- Ele-Bot presents a question or statement.
- The student must click the picture that most accurately answers the question or represents the statement.



Exercise Overview

CONTENT

Speech Processing Levels

Students progress through five speech processing levels in the exercise. In the early levels, Ele-Bot presents questions and sentences in which the speech sounds have been digitally altered. As students progress through the exercise, the processing level decreases, and eventually the questions and sentences are presented using natural speech.

Ele-Bot Progression

The student does not work on all types of grammatical content in each processing level. Ele-Bot adapts to students' performance, introducing new content and removing mastered content, ensuring that students move through the content at an appropriate pace, while focusing on content that is challenging.



Have you ever worked with a student who had modifications for additional think time, extra wait time, or for teachers to speak more slowly? All of these modifications provide the student with extra time to make sense of information, also known as processing time. For students who struggle with processing speed, and for those learning a new language, slowing down the rate of speech and emphasizing specific sounds can be very beneficial to develop accurate phonological representations, while increasing comprehension.

Fast ForWord's acoustically modified speech technology (sometimes referred to as "glasses for the ears") slows and emphasizes speech sounds so that students can hear all sounds in a word. This technology can even stretch


out sounds that are physically impossible for human speakers to stretch on their own.


"Why does everything sound so strange?"

Some speech sounds, such as the /b/ sound in the word "bat," have very fast transitional elements. When we say them aloud, these elements are easy to miss, but emphasizing them (by presenting them at a higher volume) helps the brain to hear and respond to them more quickly.

The modified words and syllables in the Fast ForWord exercises may sound strange or mechanical to those who

process sounds quickly. But for students who need a little extra time, the modified sounds and words will be easier to hear than natural speech. As students progress, the stretching and emphasis are reduced, pushing the brain to process at faster and faster rates until it can process natural speech.

 [Student Video: Why Fast ForWord Sounds the Way It Does](#)

 [Teacher Video: Why Fast ForWord Sounds the Way It Does](#)

Exercise Overview

CONTENT

Language Structures

Within each processing level, Ele-Bot presents content that covers a range of grammatical content and difficulty. Across the levels, grammatical content includes:

Language Structure	Example
Object Pronouns: Him & Her	Point to "him."
Description Words	Which is "heavy"?
Action Words	Which is "eat"?
Predicative Adjectives	The tub is full.
Comparative with More	Which one is more prickly?
Comparative with -er	Which one is bigger?
Quantifier: None	Look at these bowls with goldfish. Which bowl has none?
Quantifier: Some	Look at the boxes with carrots. Which box has some?
Singular Nouns	Choose the picture of the dog.
Plural Nouns	Choose the picture of the dogs.
Singular Nouns with Quantifier: A	Choose the picture of a dog.
Plural Nouns with Quantifier: Some	Choose the picture of some dogs.
Singular Auxiliary Verb: Is	The sheep is eating.
Plural Auxiliary Verb: Are	The sheep are eating.
Singular Verbs	The sheep eats.
Plural Verbs	The sheep eat.
Possession: Has	The cat has stripes.
Possession: Apostrophe-s	Which is the baby's bird?
Wh- Object Questions	What is the dog chasing?
Who vs. What	Who is by the door?
Simple Negation	The box is not open.

Language Structure	Example
Third Person Subject Pronouns	She is walking.
Active Voice	The cat is following the dog.
Passive Voice	The dog is being followed by the cat.
Passive Voice with Negation	The cat is not being followed by the dog.
Present Tense	The boy is opening the box.
Past Tense	The boy opened the box.
Future Tense	The boy will open the box.
Preposition: For	The box is being carried for the doctor.
Preposition: With	The box is being carried with the doctor.
Complex Negation	The dog that is not running is big.
Object Relative Clauses	The cat is chasing the dog that is big.
Object Relatives with Relativized Objects	The cat is following the dog that the mouse is leading.
Subject Relative Clauses	The dog that is black is following the cat.
Reduced Subject Relative Clauses	The teacher smiling is helping the girl.
Sentences with Subject Relative Clauses and Noun-Verb-Noun Endings	The dog that is following the cat is black.
Sentences with Reduced Subject Relative Clauses and Noun-Verb-Noun Endings	The girl helping the teacher is smiling.
Relative Pronouns with Double Function	The cat that the dog is following is black.
Sentences with Double Embedding	The dog that is following the cat that is black is white.
Cleft Sentences	It's the dog that the cat chases.

Exercise Overview

Did you know?

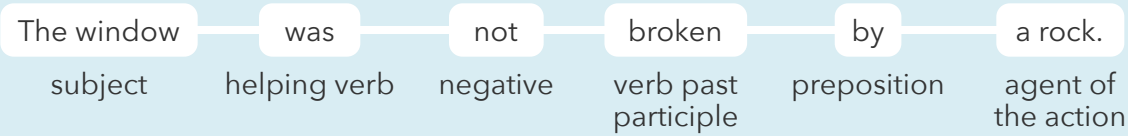
Reading comprehension is a complex skill that requires students to recognize individual words, access their meanings, and interpret grammatical structures – simultaneously! Readers must also draw on their background knowledge in order to understand the message that the print conveys. Cognitive skills such as working memory are essential for keeping track of and integrating these various strands of information. Skilled reading demands that students construct a coherent and integrated mental representation of the text based on these many skills.

The Ele-Bot exercise helps students become skilled readers by developing their understanding of the relationship between words, grammar, and meaning (language structures). It also helps increase the speed at which they identify and understand rapid, successive changes in sound (listening accuracy).

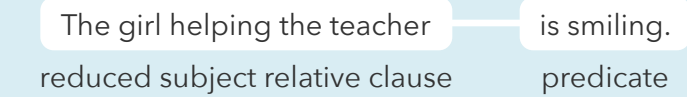
Students will see a variety of grammatical structures, but the following are some of the most common:

Subject-Verb Agreement: A singular subject takes a singular verb, e.g., The child is smiling. A plural subject takes a plural verb, e.g., The children are smiling.

Passive-Voice - Negative: We use the passive voice when the subject is not important or when we do not know the subject. A sentence in the passive voice focuses on the action. To negate a sentence in passive voice, put "not" after the helping verb, e.g.,



Subject and Object Relativization: In sentences with reduced subject relative clauses and noun-verb-noun endings, information related to the sentence topic is put into the middle of the sentence to give the reader more information and make clear distinctions, e.g.,



Which girl is smiling? The girl who is helping the teacher.

The noun-verb-noun ending, "teacher is smiling," can make this type of sentence especially confusing. Students who don't recognize the role of the reduced subject relative clause may misinterpret this sentence as "the girl is helping and the teacher is smiling."

INTRODUCE

Start by calling out how grammar impacts meaning. Say: “Think of a time when you didn’t hear something that someone said to you. What happened?” Give an example, like: “Have you ever played Simon Says? What happens if you don’t hear or understand the instructions?” Students can share what happens when they

don’t hear or understand direction or commands; you might miss something important if you aren’t paying attention. Say: “The same is true with a new exercise we’re going to start today; we have to be careful to pay attention to every word in the sentence and the order of the words.”

DIFFERENTIATE

English Learners

Ele-Bot includes instructional audio for the exercise introduction, instructions, and interventions.

- In the exercise demo (available on the assignment screen on mySciLEARN), you can choose “Introduction - English” or “Introduction - Spanish.”
- By default, the exercise instructions are presented in English. You can, however, select Spanish instructions for all, some, or individual students in the “Manage” tab on mySciLEARN.

While viewing an exercise trial in Ele-Bot, say: “It’s important that we can notice little things about pictures.” Ask questions relevant to the picture, such as: “Who are the characters? What are the characters doing? What objects are shown? How could you describe the objects? Where is this picture happening? What is happening in this picture?” Provide students with verbal sentence frames as needed: “The character is _____. The object is _____. This picture is happening in/at/by/on _____. In this picture, _____ is/are _____.”

Extra Instructional Practice

Listen along with a student while they work on the Ele-Bot exercise. Say: “Repeat the question or sentence back to me and explain why you would choose one picture over the others before you click on the picture.” This will help you identify if the student is having trouble with listening comprehension, paying attention,

and/or understanding the vocabulary or grammatical concepts presented.

Make sure the student clearly understands the task of the exercise. Ask: “Can you tell me what this exercise wants you to do?” If needed, explain how the exercise works. Say, “The robot character will ask you a question or make a statement. You must click on the picture that best answers the question or matches the sentence.”

Students will encounter subject-verb agreement tasks in Ele-Bot, so it will be helpful to have students practice singular/plural subject-verb agreement rules before they begin. There’s nothing like a good “Yes” question answered with a complete sentence to see if they understand subject-verb agreement. For example, ask students: “Does your friend like carrots? Do your friends like carrots?” Write their responses on the board: “Yes, my friend likes carrots. Yes, my friends like carrots.” Ask: “Who is each sentence about? (my friend, my friends) Yes, ‘my friend’ and ‘my friends’ are the subjects of the sentences. Which is plural? Singular? What other word changes when you answer the questions and how does it change? (like > likes)” Encourage students to generate similar questions and repeat the activity. Continue the activity, but this time work with examples with other irregular subject-verb agreement examples, especially subjects that are the same in both their singular and plural forms, e.g., shrimp, salmon, squid, moose, deer, buffalo, aircraft, spacecraft, etc.

MODEL

Project the demo for Ele-Bot. Say: “Today, we’re going to practice identifying the picture that best matches a sentence or answers a question. Together, we’ll work on an exercise called Ele-Bot. I’ll get us started, and then I’d like for you to come up and try.” Have students encourage each other by seeing who can get the most correct answers in a row.

Demo Ele-Bot:

1. Click the GO button.
2. Explain the pre-teaching vocabulary activity. Say: “For the first ten days, Ele-Bot will begin with an activity to familiarize you with the vocabulary in the exercise. Following the vocabulary activity, you will move on to the exercise.”
 - Play through the pre-teaching screens by clicking the GO button.
 - Demonstrate use of the replay button to repeat a word.
3. When you get to the first exercise trial:
 - Click the GO button.
 - Listen to the question or statement.
 - Find the picture that best matches the statement or answers the question.
 - Think aloud as you explain why this is the best match, and how you ruled out the other options.
 - Click the correct picture.
4. Keyboard Shortcuts:
 - GO button: Space bar
 - Response Buttons: Number keys 1 through 4

Once students have mastered the mechanics of the exercise, ask: “What did you notice?” Have students share anything that they have questions about.

INDEPENDENT PRACTICE

- Direct students to log in and work individually on the Ele-Bot demo for approximately 10 minutes. This time period mimics the timing of the exercise once it’s assigned and allows students to work through enough content to experience the vocabulary pre-teaching activity and the standard exercise trials. Debrief with students to ensure they understand the task and objective of the exercise.

- You may decide to use any or all of these monitoring sheets with your students:



[10 In a Row Worksheet](#)

- Turn Autoplay off (if it is on). Sit with a student who may be experiencing difficulty and record each answer clicked. If the student gets an answer right, you can color in a circle. If the answer is incorrect, you can mark an X through the circle. This helps the student see progress in terms of accuracy. You can draw a line underneath the last row completed in a particular exercise to mark the beginning of a new one. This sheet is great for daily monitoring, so you’ll likely need one copy per student per day.



[Foundations I Streaks & Completion Chart](#)

- Explain to students that accuracy is the key to moving through the content in Fast ForWord. Since streaks record the number of correct answers in a row, this chart is helpful for self-monitoring of accuracy. After they complete their exercises for each day, have students record their highest streaks in each exercise, then challenge them to exceed that number tomorrow. Students will need one chart every 5 days.



[Foundations I Overall Completion Chart](#)

- Students can self-monitor their progress on each exercise in Foundations I by coloring in the bar representing their actual completed percentage to provide them with an overall view of how much content they’ve completed compared to how much they have left to do. You’ll need one copy per student per program component.

TARGETED INTERVENTIONS

The exercises use built-in, responsive technology to detect when a student is struggling and administer targeted, inline instruction—right when the student needs it—without any external resources or assistance required. This helps reduce frustration as it quickly gets students back on track, so they can continue making progress.

Ele-Bot provides a variety of in-product interventions when needed. One type of intervention is picture exploration where students are asked to click on the part of the picture that correctly answers specific questions.

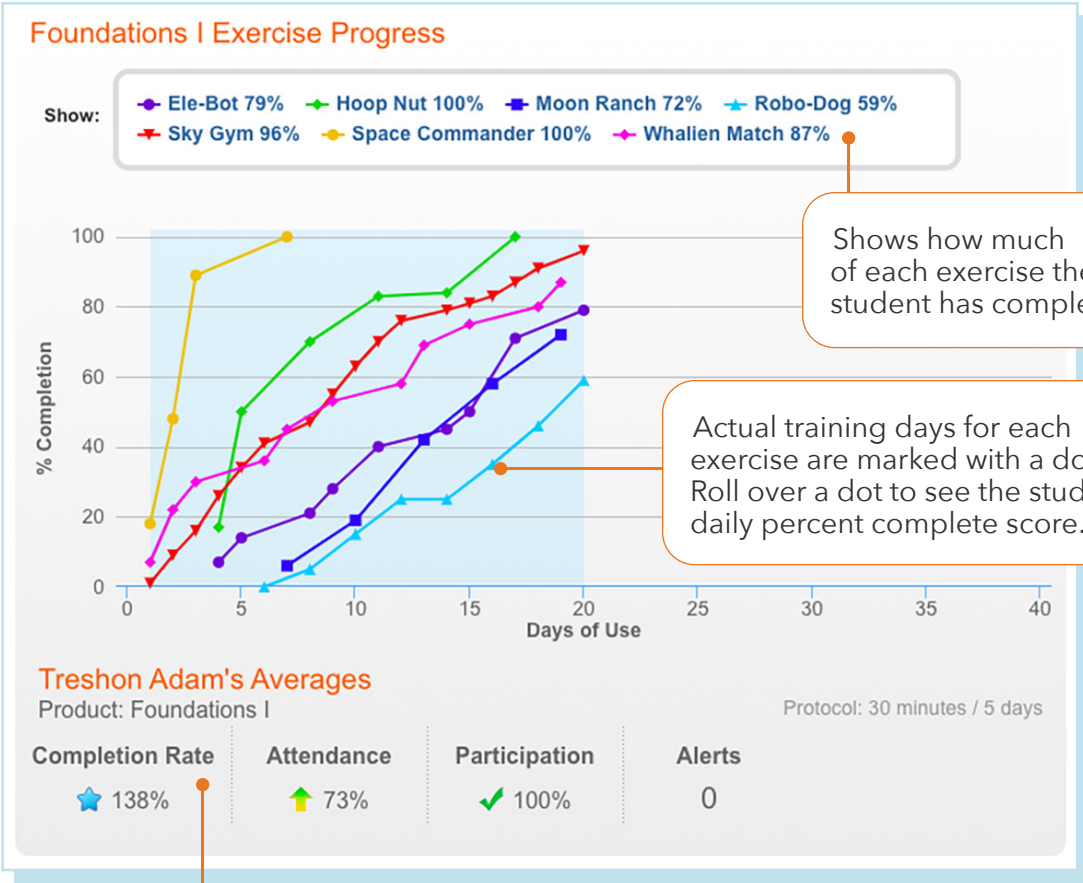
Students are provided immediate feedback as to whether their answer is correct or incorrect followed by additional trials on the concept.

The student can receive 1 or 2 of these interventions at a time, depending on the task and difficulty level with which the student is struggling. Each intervention takes a few seconds to 2-3 minutes to complete. The student's progression in the exercise stops temporarily while working through an intervention, then resumes when the student returns to the regular exercise content.



STUDENT REPORT: EXERCISE PROGRESS CHART

This report provides a holistic view of how a student is progressing through the concepts within each exercise. Monitor the graph lines for trends to determine when intervention may be necessary for a particular exercise.



Completion Rate: shows how the student progressed through the program, relative to the expected completion rate.

Attendance: shows how many days per week the student used the program, relative to the scheduled days per week.

Participation: shows how much time the student spent using the program, relative to the scheduled minutes per day.

Alerts: shows the number of current intervention alerts for the student. An intervention alert indicates that a student requires immediate attention.

Monitor Student Progress

STUDENT REPORT: EXERCISE PROGRESS BY DATE

This table provides an historical view of the student’s percent complete scores for each training day on a Fast ForWord assignment to date.

Date: This column displays the date for each day spent working on the exercises. Click the Date column header to sort the report by date. Click again to reverse the sort order.

Exercise Progress by Date								
Date	Day	Ele-Bot	Hoop Nut	Moon Ranch	Robo-Dog	Sky Gym	Space Commander	Whalien Match
02/13/2020	20	79%	-	-	59%	96%	-	-
02/12/2020	19	-	-	72%	-	-	-	87%
02/11/2020	18	-	-	-	46%	91%	-	80%
02/10/2020	17	71%	100%	-	-	87%	-	-
02/03/2020	16	-	-	58%	35%	83%	-	-
01/31/2020	15	50%	-	-	-	81%	-	75%
01/29/2020	14	45%	84%	-	25%	79%	-	-

Day: This column displays the participation day for each day spent working on the exercises.

Exercise: The column under each exercise displays the percentage of the exercise the student has successfully completed to date, and it helps demonstrate the student’s understanding of the concepts covered in that exercise.

- The highest percent complete score for each exercise appears in green text.
- If the student does not work on an exercise, a percent complete score does not appear for that day.
- You want to see the score increase; if it is not increasing, this could indicate the student is struggling with that exercise.

Use the printable Progress Monitoring chart to record and track individual student progress on a daily basis. Fill in the chart with data found in the assignment **Progress** graph and the **Exercise Progress by Date** table found in the **Student Report**.

 [Foundations I Progress Monitoring Chart](#)

Monitor Student Progress

STUDENT REPORT: PROGRESS DETAILS

This section provides progress details for each exercise to date, broken down by each individual level. The last participation date appears in the header (a dash appears if the student has never worked on that exercise).

Provides a brief overview of the exercise, including targeted skills, and descriptions of the task and content.

Progress Details			
Ele-Bot			
Last Participation: 02/13/2020			
Level	Completion Status	Percent Correct	Number of Trials
Processing Level 1	<div><div></div></div>	90%	90
Processing Level 2	<div><div></div></div>	94%	140
Processing Level 3	<div><div></div></div>	94%	100
Processing Level 4	<div><div></div></div>	100%	14
Natural Speech	<div><div></div></div>	100%	2

A quick link provides direct access to the complete teacher manual for an exercise.

Click here to see assessment questions to guide you in identifying the reason a student might be struggling with this exercise. Following each question is one or more intervention activities.

Progress Details			
Ele-Bot			
Last Participation: 02/13/2020			
Level	Quick Check		Number of Trials
Processing Level 1	If a student is struggling with Ele-Bot, use questioning and observation to assess the situation and intervene appropriately.		90
Processing Level 2			140
Processing Level 3			100
Processing Level 4			14
Natural Speech			2

A quick link provides direct access to more detailed interventions to try with students.

Monitor Student Progress

STUDENT REPORT: PROGRESS DETAILS

Progress Details ? Expand All

Ele-Bot ? ? Last Participation: 02/13/2020

Level	Completion Status	Completion Status ?	Percent Correct ?	Number of Trials ?
Processing Level 1	Advancement criteria have been met to complete this level	100%	90%	90
Processing Level 2	Advancement criteria have not been met to complete this level	94%	94%	140
Processing Level 3	Level is currently in progress	94%	94%	100
Processing Level 4	Level has not been started	100%	100%	14
Natural Speech		100%	100%	2

* Note: Some levels have a percent complete available while in progress. This percentage can be viewed by mousing over the in progress icon. Not all levels have this percentage available.

More help »

Indicates the student's progress toward **completing** content at each level. A student who is struggling may benefit from additional focus in this area.

Progress Details ? Expand All

Ele-Bot ? ? Last Participation: 02/13/2020

Level	Percent Correct	Percent Correct ?	Number of Trials ?
Processing Level 1	Percent correct (correct trials/trials taken) is a measure of student accuracy. To make steady progress, students must get 80 - 90% (depending on the content in a level).	90%	90
Processing Level 2	• Scores slightly below this indicate the student has not completely mastered the required vocabulary and grammar structures in a level.	94%	140
Processing Level 3	• Scores substantially below this indicate that the student is struggling with the required vocabulary, grammar structures, and/or focus.	94%	100
Processing Level 4		100%	14
Natural Speech		100%	2

More help »

Explains how **percent correct** is calculated and how to interpret it as a measure of student accuracy.

Progress Details ? Expand All

Ele-Bot ? ? Last Participation: 02/13/2020

Level	Number of Trials	Number of Trials ?
Processing Level 1	The number of trials per level will vary depending on how the student is performing. For the initial attempt at each level, the number of trials is between 90 and 190, depending on the level and the student's performance on previous levels.	90
Processing Level 2	Level 1: 90 Level 2: 140 Level 3: 100 - 190 Level 4: 50 - 190 Natural Speech: 190	140
Processing Level 3		
Processing Level 4		
Natural Speech	Poor performance may require a student to repeat a level. If that happens, as content in the level is mastered, the number of trials decreases on successive attempts of the level. A decrease indicates the student is demonstrating mastery of the various grammatical constructs presented. Look at the Ele-Bot Errors section of the Student Report to see if the student is struggling with a specific language structure.	

More help »

Provides information on the **number of trials** needed to complete each level of the exercise and explains how to use the number of trials taken to identify students who are struggling.

Monitor Student Progress

STUDENT REPORT: ERRORS

The **Error** reports provide insight into a student's mastery of the concepts and content of each exercise, allowing for targeted intervention strategies. You can use this information to focus instruction precisely where it is needed to help the student make better progress.

Errors - All Time ? Expand All

Ele-Bot

Errors Occurred In:	% Errors	Errors Out of Attempts
Description Words	10%	1 of 10
Example: Which is "heavy"?		
Quantifier: Some	10%	1 of 10
Example: Look at these boxes with carrots. Which box has some?		
Singular Auxiliary Verb: Is	10%	1 of 10
Example: The sheep is eating.		
Plural Auxiliary Verb: Are	10%	1 of 10
Example: The sheep are eating.		
Plural Verbs	14%	2 of 14
Example: The sheep eat.		
Possession: Apostrophe-s	24%	5 of 21
Example: Which is the the baby's bird?		
Who vs. What	5%	1 of 21

The student took 10 trials on description words and had 1 error (10% incorrect responses).

Errors in red indicate higher instances of errors, showing that the student may be struggling with this content.

Monitor Student Progress

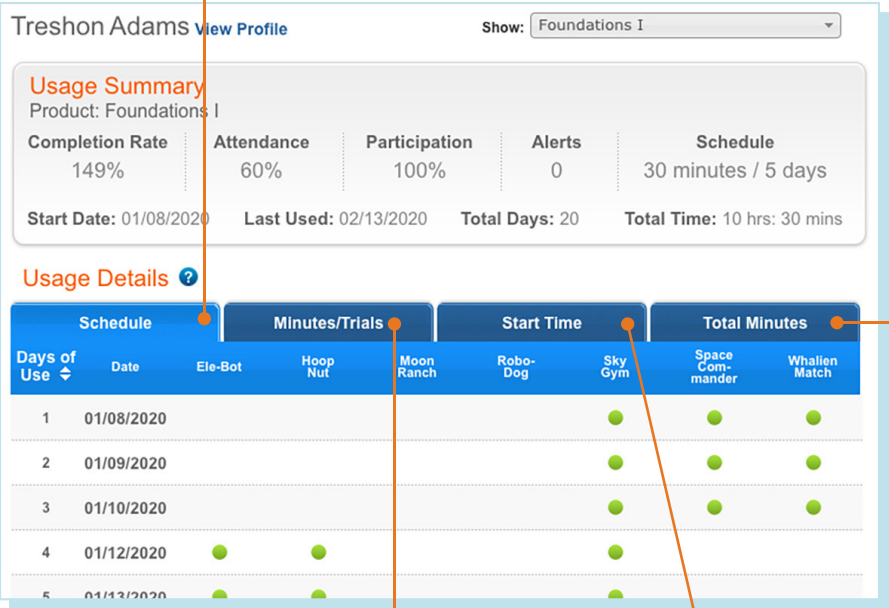
STUDENT REPORT: USAGE

Students who consistently meet recommended usage have a higher probability of making greater reading gains. Use this report to monitor a student's daily participation.

Schedule: See at-a-glance if a student has met the daily schedule to ensure the student is engaging in regular, consistent usage. The circles are color-coded to indicate time spent in each exercise:

- Green = Time was completed
- Gray = Time was started but not finished
- Red = Exercise was skipped

Monitoring for trends can help get students back on track. If you notice many red circles in a certain column, encourage students to start with that exercise. If you notice gray and red circles even though students have ample time to finish, have a conversation with students to check for usage.



Total Minutes: See the total number of minutes a student has spent in each exercise.

Minutes/Trials: Check to see how students manage their time by exercise for each day. You can get a rough idea of how students are progressing by comparing number of trials to time:

- a low number of trials compared to previous usage might indicate struggles with content;
- a high number of trials compared to previous usage might indicate random clicking.

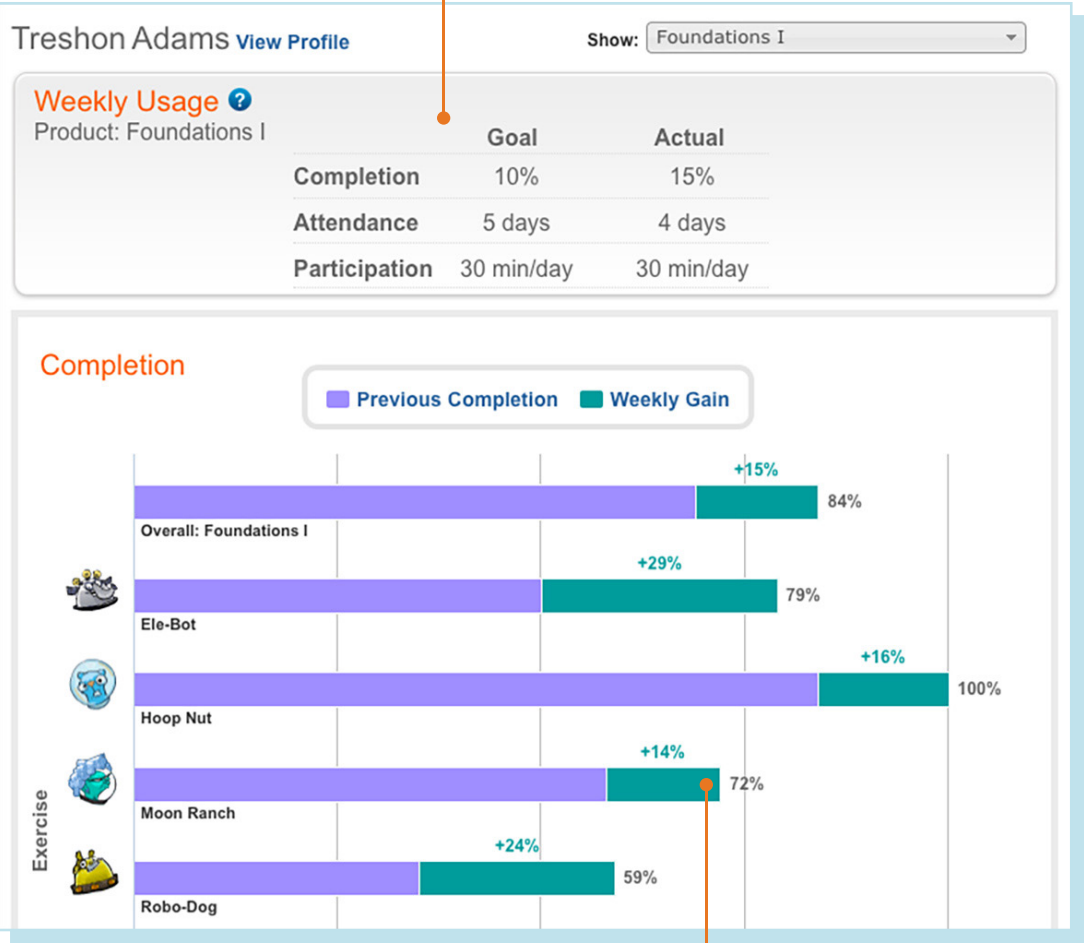
Start Time: See what time of day the student worked on each exercise to monitor school-to-home use. This is great for monitoring usage during eLearning days or homework time. Please note that times are displayed using Pacific time zone.

Monitor Student Progress

STUDENT REPORT: WEEKLY GROWTH

This report shows all of a student's weekly achievement for a Fast ForWord assignment. You can use the information here to award more concrete rewards—such as prizes or special recognition—to improve a student's participation in the exercises. Students who consistently work on the exercises each week typically gain the most benefits.

Weekly Usage displays a student's growth (goals vs actuals) for Completion, Attendance, and Participation. If there is a difference between the student's Goal and Actual completion, have a conversation with the student to find out why. Is the content difficult? Are they not feeling motivated? Did they have a bad day during the week? Attendance and Participation can also play into Completion differences; students must attend to make progress.

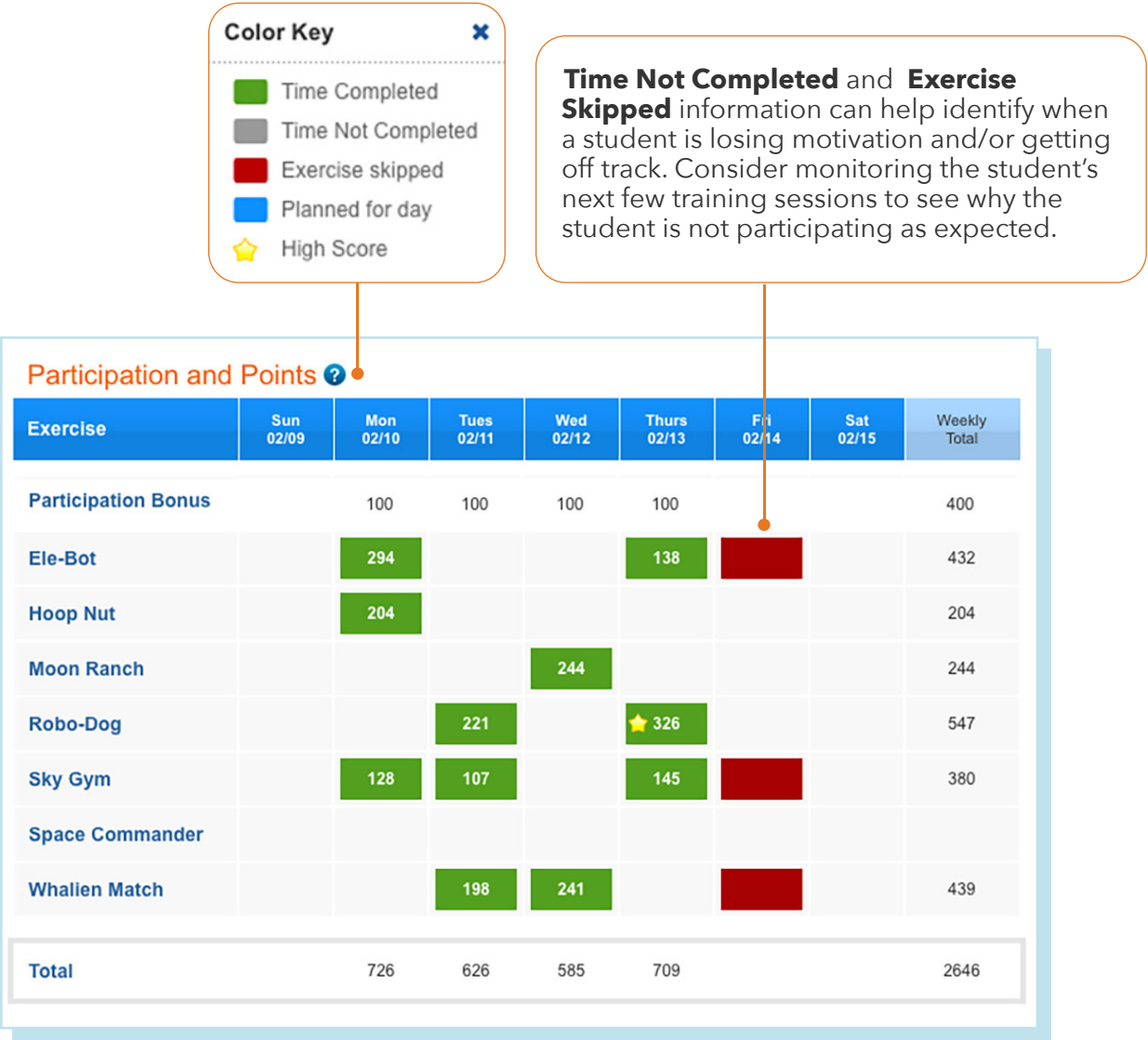


The **Completion** bar graph maps a student's overall completion in a Fast ForWord assignment and completion for each exercise. You can also share the bar graph with students so that they understand their overall progress.

Monitor Student Progress

PARTICIPATION AND POINTS

The **Participation and Points** chart tracks the student’s daily participation and points earned in that week’s Fast ForWord assignment. It indicates the degree to which the student met the time requirement each day, and it can be used to encourage consistent participation. Points can also be used to create a token economy, where rewards are exchanged for points earned.



WEEKLY SUMMARY

The **Weekly Summary** section presents a textual summary on how the student performed in the exercises and skills for the week.

Watch for trends by comparing Weekly Summaries over a stretch of time.

Use the Email Scheduler tool to share this popular report with students, parents/guardians, campus administrators, and others who are interested in how Fast ForWord is helping the student.

Weekly Summary

Highlights

Treshon showed the largest gains in **Ele-Bot** and **Robo-Dog** this week.

- Ele-Bot improves the following skills: *English language conventions, vocabulary, and listening accuracy.*
- Robo-Dog improves the following skills: *vocabulary, auditory word recognition, phonological accuracy, and phonological fluency.*

Needs Improvement


Treshon showed the least gains in **Moon Ranch** this week.

- Moon Ranch improves the following skills: *phonological fluency, sustained attention, and phonological memory.*





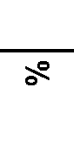
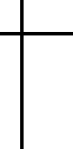


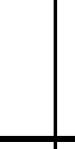
Can you get 10 correct answers in a row? Cross out the circles below to see how many you can get in a row!

[illegible]



FAST FORWARD[®]
READING

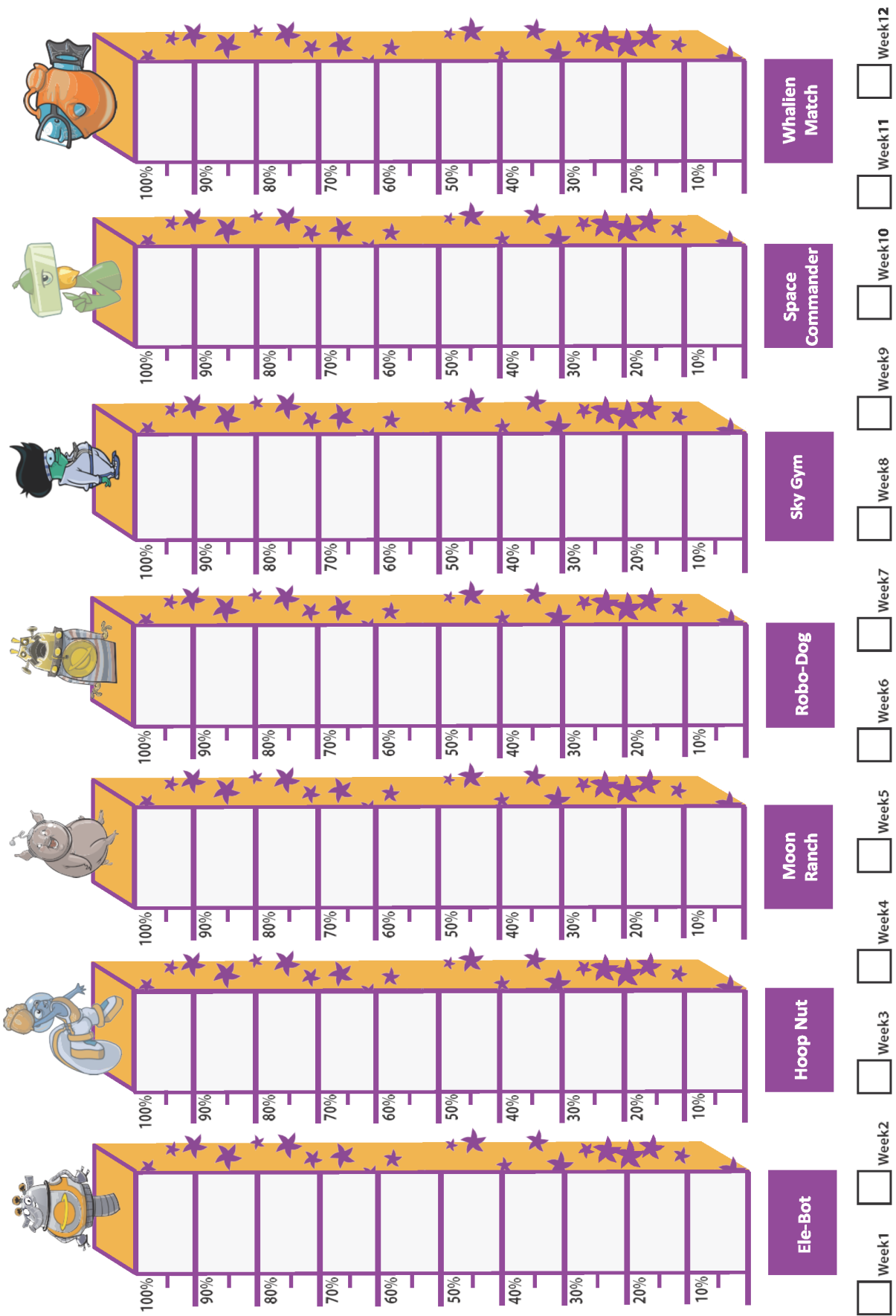
Name: _____

Date												
	Exercise Completion	Highest Streak	Exercise Completion	Highest Streak	Exercise Completion	Highest Streak	Exercise Completion	Highest Streak	Exercise Completion	Highest Streak	Exercise Completion	Highest Streak
Foundations I												
 Ele-Bot	%		%		%		%		%		%	
 Hoop Nut	%		%		%		%		%		%	
 Moon Ranch	%		%		%		%		%		%	
 Robo-Dog	%		%		%		%		%		%	
 Sky Gym	%		%		%		%		%		%	
 Space Commander	%		%		%		%		%		%	
 Whalien Match	%		%		%		%		%		%	
Participation Bonus												

Foundations I Completion Chart



Name: _____



Intervention: Fast ForWord Reading Foundations I

Student Name: _____

Level (RTI, Reading Level, etc.): _____

Use the Exercise Progress by Date section of the Student Progress Report to record completion levels each day. Attach the Exercise Progress graph for additional documentation.

Exercise	Percent Complete	Date	%	%	%	%	%	%	%	%	OUTCOMES: After completing these exercises, the student will be able to:	OBSERVABLE CHANGE: Upon completion, the student will be able to:
Ele-bot	Objectives: English language conventions Vocabulary Story comprehension/retelling Working memory Sustained attention Auditory processing		%	%	%	%	%	%	%	%	understand the relationship between words, grammar, and meaning (English language conventions); rapidly and accurately identify and understand rapid, successive changes in sound.	demonstrate improved listening accuracy, English language conventions, and vocabulary.
Hoop Nut	Objectives: Phonological fluency Phonological memory Auditory processing Sustained/focused attention Working memory		%	%	%	%	%	%	%	%	make correct distinctions based on individual phonemes; identify and manipulate speech sounds in a quick and efficient manner; hold speech sounds in memory.	distinguish similar-sounding phonemes and discriminate them accurately in words.
Moon Ranch	Objectives: Phonological fluency Phonological memory Auditory processing Sustained/focused attention Working memory		%	%	%	%	%	%	%	%	quickly and efficiently distinguish between syllables that differ by an individual phoneme; remain focused on a given task while ignoring distractions.	pay closer attention to words and sentences with improved phonological fluency, phonological memory and sustained attention.
Robo-Dog	Objectives: Listening comprehension Auditory word recognition Vocabulary Working memory Sustained attention Auditory processing		%	%	%	%	%	%	%	%	develop vocabulary for elementary-level math and science; accurately identify spoken words by relying on sound cues alone; make correct distinctions based on individual phonemes.	demonstrate improved vocabulary, auditory word recognition, phonological accuracy, and phonological fluency.
Sky Gym	Listening accuracy Auditory sequencing Auditory processing & sequencing Sustained/focused auditory attention Working memory		%	%	%	%	%	%	%	%	attend to and identify rapid changes in sound patterns with a high degree of accuracy.	recognize and remember the order in which a series of sounds is presented and then indicate the pattern.
Space Commander	Language comprehension Story comprehension/retelling Working memory Sustained attention Auditory processing		%	%	%	%	%	%	%	%	attend to, understand, and follow increasingly complex directions; understand the relationship between words, grammar and meaning.	follow multistep directions with improved listening accuracy and the ability to follow directions.
Whalien Match	Auditory word recognition Phonological memory Auditory/visual spatial working memory Sustained and focused attention Auditory processing		%	%	%	%	%	%	%	%	accurately identify spoken words; identify and manipulate speech sounds in a quick and efficient manner; make correct distinctions based on individual phonemes.	distinguish similar sounding phonemes and discriminate them accurately in words.



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