FAST FORWORD® LITERACY

FOR GRADES 6-12

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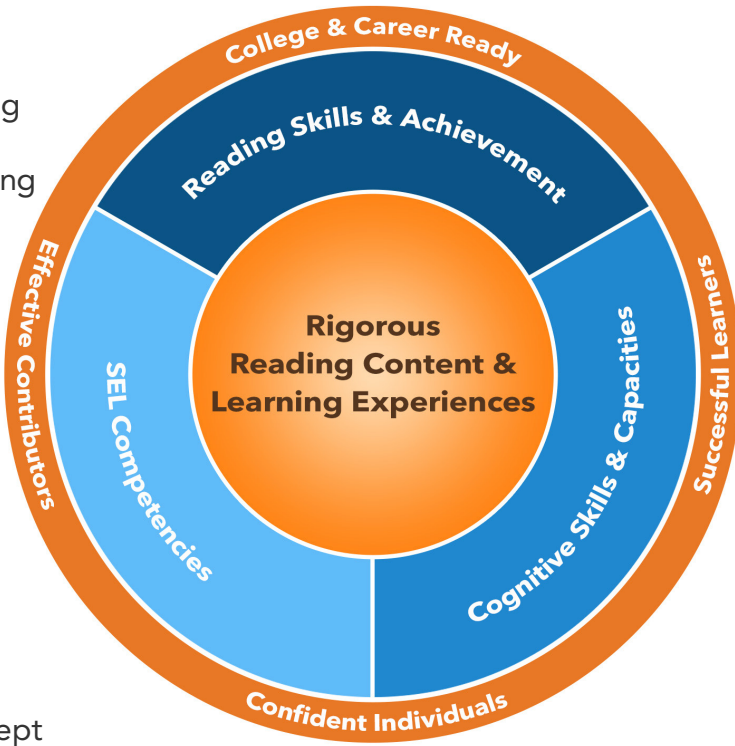
THE IMPACT OF READING ACHIEVEMENT

Research shows that **the true building blocks of reading are language and cognitive skills.** Fast ForWord Literacy simultaneously and intensively targets these skills.

Rigorous Reading Content & Learning Experiences
- Frequency
- Intensity
- Adaptivity
- Skills Cross-Training
- Timely Motivation
- Socially Safe Learning Environment
- Optimally Timed Rewards

Reading Skills & Achievement
- Phonological Awareness
- Phonics
- Decoding
- Vocabulary
- Fluency
- Grammar
- Spelling
- Comprehension

Social-Emotional Learning Competencies
- Confidence
- Self-Management
- Self-Advocacy
- Student Agency
- Healthy Self-Concept

Cognitive Skills & Capacities
- Memory
- Focused Attention
- Processing
- Sequencing
- Self-Control
- Perseverance
- Goal Setting

College & Career Ready
Reading Skills & Achievement
Effective Contributors
SEL Competencies
Successful Learners
Cognitive Skills & Capacities

Rigorous Reading Content & Learning Experiences

Confident Individuals

Fast ForWord Literacy Components

mySciLEARN (LMS)
- Reports
- Student Resources
- Teacher Resources
- Teacher Training
- Help and Support

Fast ForWord

Reading Progress Indicator

Elements I
Elements II
Foundations II

Reading Readiness
Reading Level 1
Reading Level 2
Reading Level 3
Reading Assistant Plus

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Fast ForWord **Elements I**

GO

1 Empower Any Struggling Reader

Secondary students with weak reading skills find learning stressful and difficult. For adolescents, repeated failure results in struggle and lack of confidence.

Fast ForWord Literacy enables at-risk students to enjoy reading and unlock their true learning capacities. Turning school stress to academic success improves confidence, self-concept, and behavior.

Struggling Readers
- Dyslexia
- English Language Learners
- Special Education
- Title I

Targeted Intervention
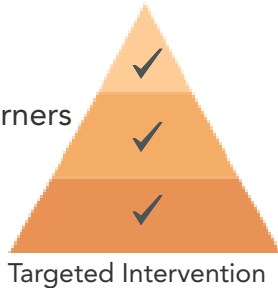
2 Exercises Adapt to Individual Needs

Individualized learning pathways offer **personalized practice and adaptive instruction.** Students make progress based on mastery, not seat time. With optimized success, students gain confidence in their abilities and stay motivated.

3 Progress Monitoring Maximizes Growth

Teachers and administrators see real-time progress with a complete suite of reports on four levels:

Student   Class   School   District

Teachers save valuable time and maximize student growth by using actionable data to offer targeted support.

4 Teacher Resources Build Teacher Capacity

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

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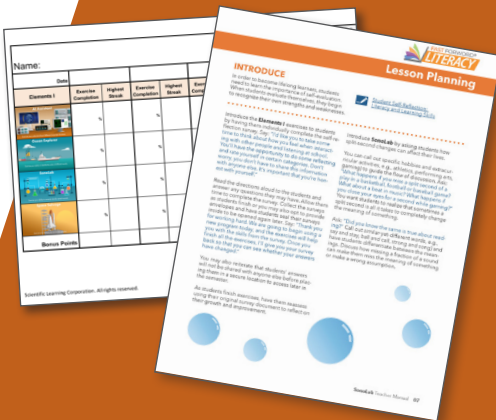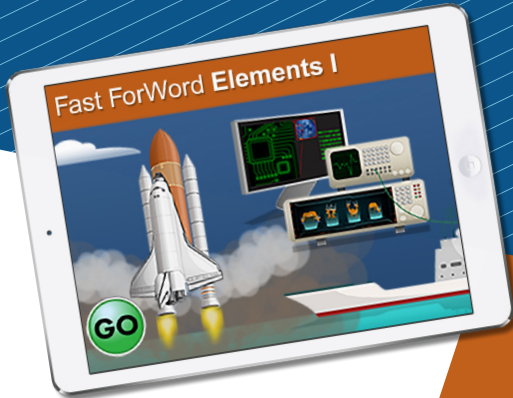
THE FAST FORWORD LITERACY EXPERIENCE

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

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.
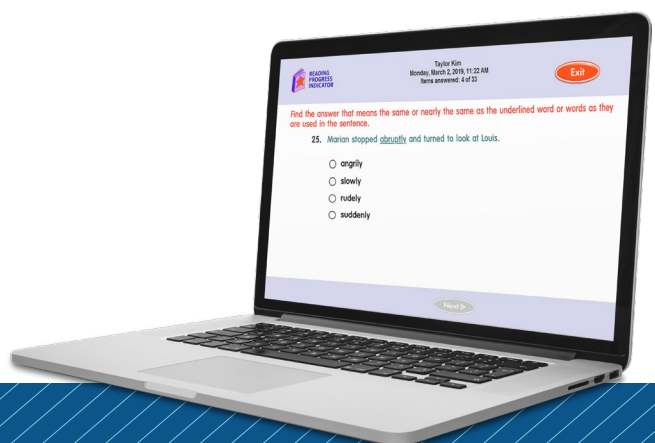
Reading Gains

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	Phonological Awareness	Percent Correct by Reading Skill		
					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%

Phonological Awareness	Percent Correct by Reading Skill		
	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.

DIFFERENTIATE FOR LEARNER NEEDS

Fast ForWord Literacy Scope and Sequence

Scope & Sequence	Elements I	Elements II (2021)	Foundations II	Reading Readiness	Reading Level 1	Reading Level 2	Reading Level 3	Reading Assistant Plus
Pre-Reading Skills								
Listening Accuracy	●		●	●	●	●		
Auditory Sequencing	●		●					
Auditory Word Recognition	●	●		●				
English Grammar	●		●		●	●	●	
Following Directions		●	●	●				
Phonological & Phonemic Awareness								
Phonological Accuracy	●	●	●					
Phonological Fluency	●	●	●					
Phonological Memory	●	●	●					
Phoneme Identification				●	●	●		
Phoneme Categorization				●	●	●	●	
Phoneme Blending & Segmentation					●	●		
Phonics & Decoding								
Letter - Name				●				
Sound-Letter Correspondence			●	●	●	●	●	
Word Analysis						●	●	
Word Families				●		●		
Fluency								
High Frequency Word Recognition				●	●	●	●	●
Modeling Fluent Reading						●	●	●
Repeated Reading						●	●	●
Vocabulary								
Oral Vocabulary		●	●	●	●	●	●	●
High Frequeny Words				●				●
Difficult Words (e.g. Homonyms)							●	●
Morphology							●	●
Context Clues				●	●	●	●	●
Comprehension								
Listening Comprehension		●		●				●
Monitoring Comprehension						●	●	●
Graphic & Semantic Organizers							●	
Recognizing Story Structure						●	●	●
Summarizing							●	●
Cognitive Learning Skills								
Memory	●	●	●	●	●	●	●	●
Attention	●	●	●	●	●	●	●	
Processing	●	●	●	●	●	●	●	
Sequencing	●	●	●	●	●	●	●	●

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.
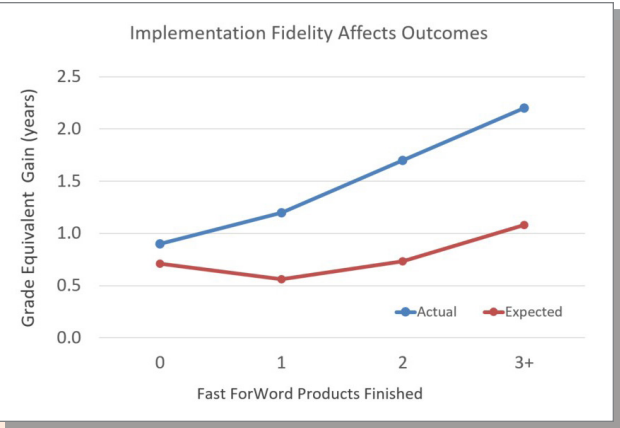
Flexible Implementation

No two students — or even schools — have the same needs. To ensure the best fit and the most efficient results, Fast ForWord Literacy 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.

Implementation Fidelity Affects Outcomes

Implementation Fidelity Drives Gains
Students who use the Fast ForWord Literacy 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 Literacy exercises.
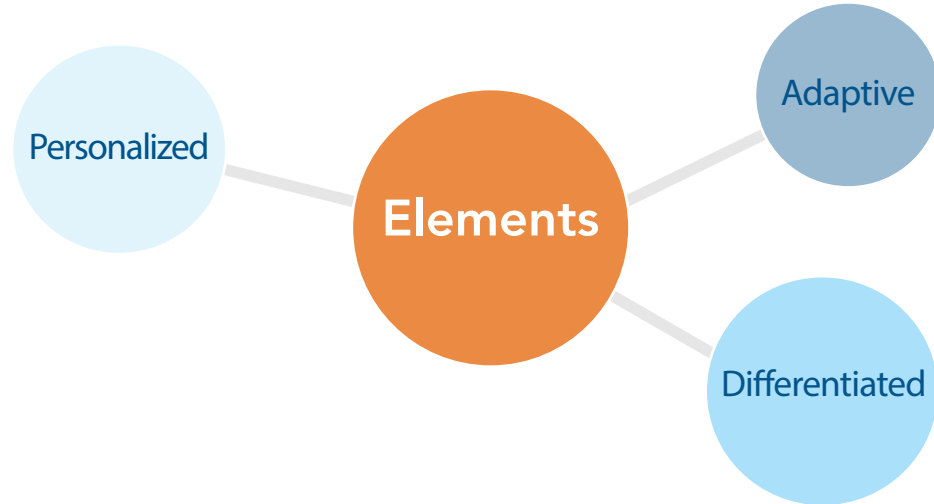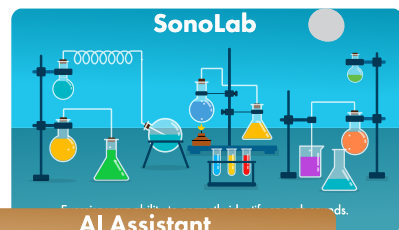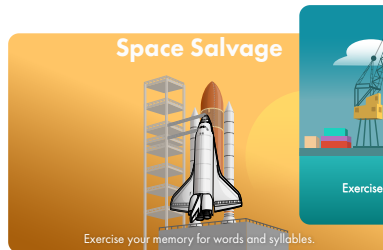
NEW

Introducing Elements for Secondary Students

Elements is a brand new program component with improved adaptivity and engaging graphics. Fast ForWord Literacy's intentional design delivers just the right measure of rewards and novelty that the developing adolescent brain needs.

Personalized

Adaptive

Elements

Differentiated

Fast ForWord **Elements I**

GO

Elements I contains
4 exercises

Space Salvage

Exercise your memory for words and syllables.

Ocean Explorer

Exercise your ability to identify the order of different sounds.

SonoLab

AI Assistant

of different language structures.

Fast ForWord Literacy builds...

Reading fluency	Vocabulary	Memory
Reading comprehension	English grammar	Attention
Listening accuracy	Word recognition	Sequencing
Listening comprehension	Phonological skills	Following directions

Engaging and Motivating

Name | SonoLab

05:00 / 20:00 TIME | 2750 POINTS | LEVEL 1 | 55% PROGRESS | 3 CURRENT STREAK | 9 HIGHEST STREAK

Efficient Use of Time

The adaptive learning system is designed to dynamically adjust to the level of content based on an individual student's skill attainment in ways that accelerate performance.

Supports Student Agency

Behind the Help menu, students can easily replay exercise instructions, engage in a practice mode, and view their overall progress.

Exercise Dashboard

Current and high streaks reflect accuracy, which intensively builds focus, attention, and memory.
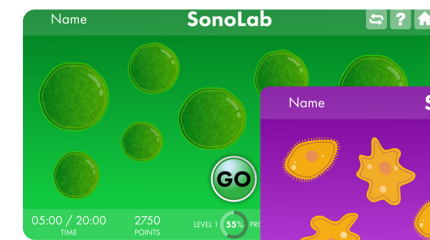
Motivational Levels

Variety in exercise screens and rewards encourages confidence and agency as students demonstrate achievement and make progress.

Just-in-Time Help

If students struggle, automated interventions provide focused skill practice before returning to the exercise.

These sounds can be hard to tell apart. Can you hear the difference? Click each of the Go buttons at least two times. Listen for the sound that is different and click as soon as you hear it.

Vincent Du | SonoLab

GO GO GO

0:16 / 18:00 TIME | 0 POINTS | LEVEL 1 | 30% PROGRESS | CURRENT STREAK | 45 HIGHEST STR

Reading Assistant Plus

When teachers don't have time for one-on-one reading practice with every student, Reading Assistant Plus fills the gap. Fast ForWord Literacy is the only reading solution with a virtual tutor that gives **real-time corrective feedback** on oral reading. Students make rapid growth in fluency, comprehension, and vocabulary.

Reading Assistant Plus

GO

400+ Leveled Reading Selections
(ATOS Grade Equivalent, Lexile Measure, Fountas and Pinnell Guided Reading Level)

Nonfiction and Fiction Genres
Nonfiction, general fiction, classic fiction, realistic fiction, science fiction, poetry, and biography/autobiography

Includes **high interest/low reading level selections**

¡Vamos a preparar tu micrófono!

¡Vamos a verificar el micrófono! Ponte el auricular. Mueve el micrófono acercándolo al lado de tu boca como se demuestra. Cuando estés listo, haz clic en Next.

Next

Spanish support available

Step 1: Preview and Read On My Own

Students preview **key vocabulary** on the Word Wall before listening to a **modeled reading** of the selection. Then, they complete **guided reading activities** before moving to Step 2.

Amy Takabori   Points   0   Library   Tools   Fluency   Selection   Exit

Word Wall

Bangladesh

Volume

✓ climate change
✓ drought
⬤ Bangladesh

✓ grassroots projects
✓ sand bars
⬤ Africa

Bang·la·desh

South Asian country whose capital is Dhaka, bordered by Myanmar (Burma), India, and Bhutan. Bangladesh is a majority Muslim country filled with many waterways and lush greenery.

Bengali is the official language of Bangladesh.

Did you know?

What are the differences between weather and climate? There may be more than one answer.

○ Many snow storms over several years is an example of weather.
○ Climate refers to patterns that happen over years.
○ Weather happens every day.
○ Climate happens every day.

Submit

ou can expect s
m in Boston, M
f climate. 💡

Clicking on the lightbulb buttons throughout the reading selection reveals **Think About It** moments, which are questions or statements about the text designed to help students think further about the text or connect the text to personal experiences.

Step 2: Read and Record

Students **record** themselves reading out loud with **real-time corrective feedback**. Color-coding shows which words to review before a second recording. Comparisons between early and late recordings across reading selections demonstrate clear improvements in fluency. **Building fluency** increases **deep comprehension**.

Amy Takabori   Points   5   Library   Tools   Fluency   Selection   Exit

Climate Change Around the World

Asia
Adapting in Bangladesh

Bangladesh has many problems because of climate change. The average elevation of Bangladesh is very low. Because of that, it is open to storms, floods, and spreading salt water. Up to 20 percent of the country's land area could disappear because sea levels are rising. Up to fifteen million people could have to move permanently.

The government of Bangladesh focuses on raising awareness about climate change. They are getting donations from international governments. Local people are building embankments and designing stronger houses. Because of all this, Bangladesh is leading the way in climate adaptation. They have a great deal of public support to create and run grassroots projects.

1   2   3
Read to Me   Record   Play My Recording

Word Colors
🟩 Mastered
🟧 Needed Help
🟥 Try Again

When students struggle to read a word, Reading Assistant Plus pronounces it for them.

Amy Takabori
Climate Change Around the World

Fluency Report   **Print This Report**

That's the way to do it! You reached your goal.

Words Correct Per Minute

Goal 144

140   182

Date: 12/12/19   12/12/19

Best Initial Words Correct Per Minute: 182

Words to Practice
2012
experts
Ina
moved
pack
would

The Fluency Report shows words correct per minute and a word list to practice.

Step 3: Take the Quiz

A **comprehension quiz** allows students to review the text. Finally, students see their achievements in the **Selection Report** before starting a new selection.

What could be an alternate title for the section titled "Yup'ik Traditions and Climate Change"?

○ Yup'ik Indians
○ Climate Change in Alaska
○ Issues with Climate Change and Local Populations in America
○ Native Alaskans See the Effects of Climate Change

Submit

Selection Report: Climate Change Around the
Completed
Amy Takabori

Total Points Earned:

Step 3: Quiz
First Score: 1/5
10/50
Max Points

Step 2: Read & Record
Best Initial WCPM: 182
WCPM Target: 144
100/100
Max Points

Step 1: Preview & Read
First Score 1/4
5/20
Max Points

You're done!

2012
experts
Ina
moved
pack
would

Customizable Settings

• Content progression settings
• Library settings: make a library, choose a reading level range, customize a library by genre
• Pronunciation correctness
• Intervention wait time
• Language support: English/Spanish instructions and English/Spanish glossary support

Actionable Data in Easy-to-Use Reports

Fast ForWord Literacy'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 are struggling

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
- Monitor student usage
- Plan small group instruction
- Identify students who may be struggling
- Make informed intervention decisions
- Celebrate student success

Measure the Impact of Fast ForWord Literacy

How will you know when students have met their goals? 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 Literacy program.

Reading Level Gains display average gain score for students compared to the length of time they spent using the Fast ForWord Literacy program.
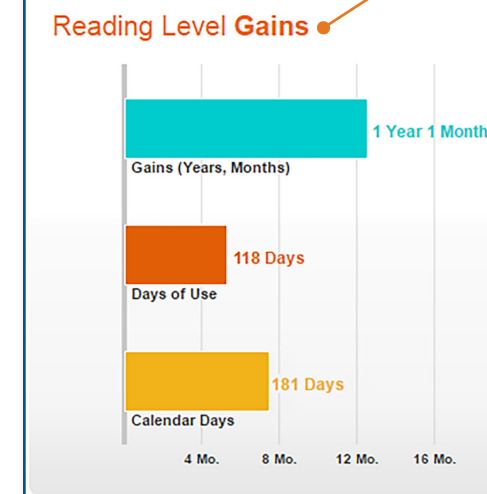
Reading Level Gain Distribution maps students across four categories of reading level gain scores.

Reading Level Gains

Gains (Years, Months): 1 Year 1 Month

Days of Use: 118 Days

Calendar Days: 181 Days

4 Mo. 8 Mo. 12 Mo. 16 Mo.

Reading Level Gain Distribution

- Up to 0.5 Year: 9%
- 0.6 to 1 Year: 12%
- 1.1-1.5 Years: 16%
- > 1.5 Years: 62%
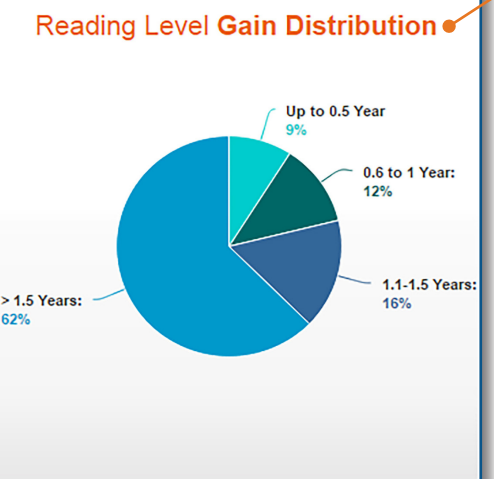
District Reading Percentile Scores show the average percentiles before and after Fast ForWord Literacy use. This score reflects student performance compared to peers across the nation.
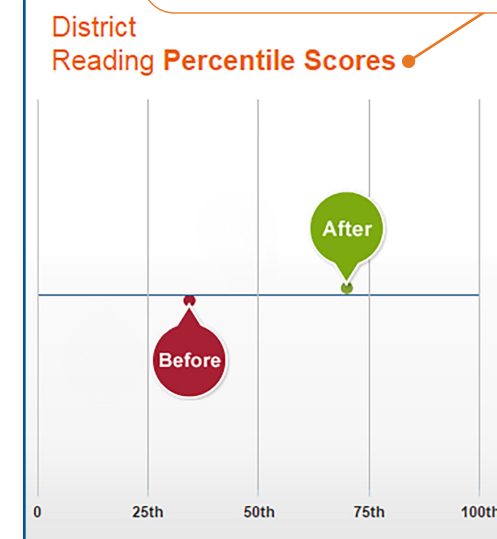
District Proficiency Level Changes map students across four levels both before and after Fast ForWord Literacy use to illustrate improvements in reading proficiency.
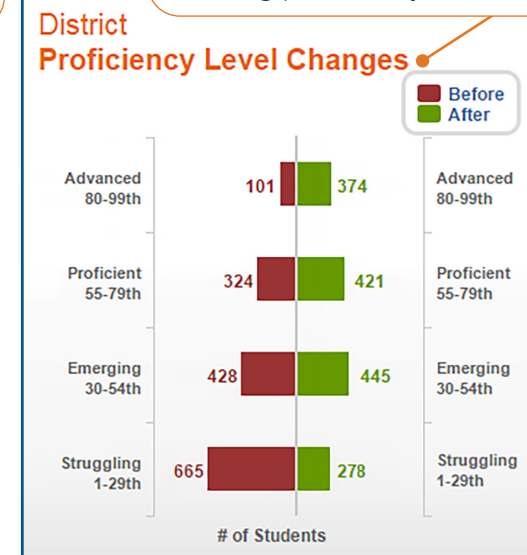
District Reading Percentile Scores

After

Before

0 25th 50th 75th 100th

District Proficiency Level Changes

Before / After

Level	Before	After
Advanced 80-99th	101	374
Proficient 55-79th	324	421
Emerging 30-54th	428	445
Struggling 1-29th	665	278

# of Students

Measure the Impact of Fast ForWord Literacy

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**	**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

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 presents gains for each group, allowing easy comparison across groups.

Gains by Group

Group	# Pre Tested	# Post Tested	Average				
			Grade Equiv. Gains (Y.Mo)	**Percentile Gains**	**# 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%
		04/22/2019	5	92%			36%

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

Monitor Usage

This is a great way to see Fast ForWord Literacy usage for a district, school, group, or individual student during any chosen time frame. Usage graphs illustrate how well students meet weekly achievement and usage goals across the selected date range.

Implementation ratings that are high typically result in students gaining the most benefit from Fast ForWord.

Completion Rate compares student mastery of Fast ForWord Literacy assignments with their weekly goal.

Attendance shows student usage days per week relative to their scheduled plan.

Participation shows student time spent using the program relative to their scheduled minutes per day.

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:
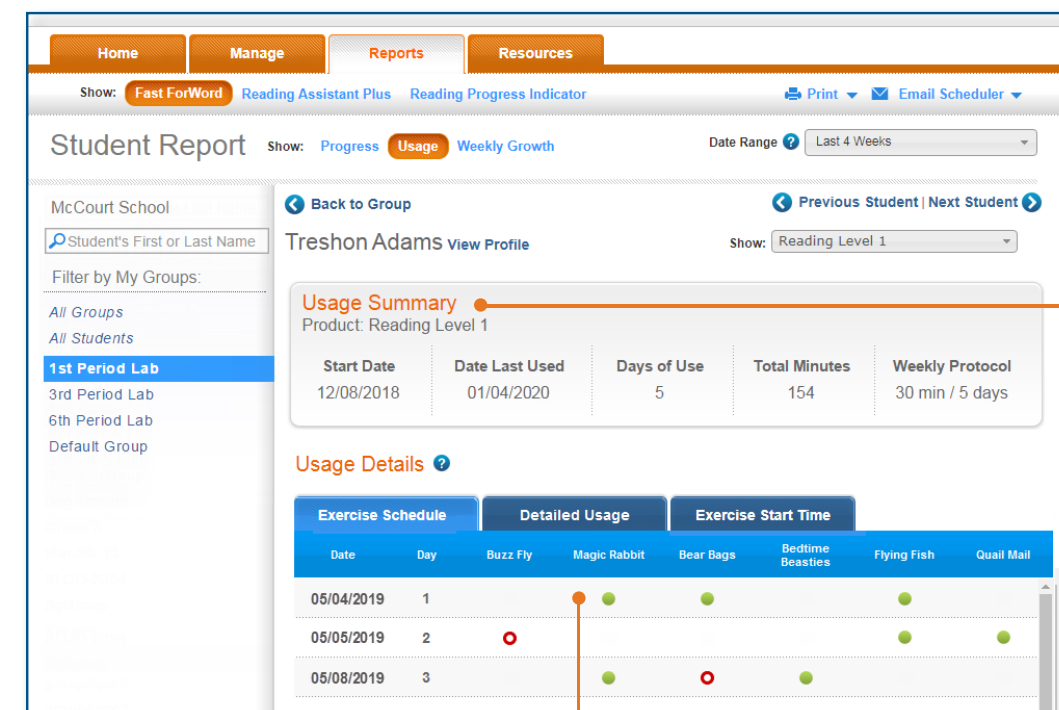
An overview of all activity for a particular assignment.

Shows all of a student's daily activity for the selected Fast ForWord Literacy assignment including:
• what exercises a student worked on
• total number of trials taken on each exercise
• the actual time a student worked on an exercise.

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	Elements 1	⬆ 41%	⬆ 60%	⬆ 87%		35%	2/17/16
Balbuena	Lacosta	Elements 1	✔ 84%	⬆ 60%	⬆ 82%		46%	2/17/16
Brody	Adrianna	Reading Level 1	⬆ 28%	⚠ 20%	⚠ 27%	🚩	27%	2/26/16
Filchenko	Boris	Elements 1	⬆ 33%	✔ 80%	⬆ 91%		52%	2/17/16
Hernandez	Johanna	Elements 1	⭐ 122%	✔ 100%	✔ 98%	✔	100%	2/17/16
Himmerson	Pandora	Elements 1	⬆ 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

Track Student Progress

Use this report to review student progress in the Fast ForWord Literacy exercises, along with a list of errors made by the student within each exercise.

Elements I Exercise Progress

Show: ● SonoLab 55% ◆ AI Assistant 90% ▼ Space Salvage 57% ● Ocean Explorer 96%

Treshon Adams' Averages
Product: Elements I

Protocol: 30 minutes / 5 days

Completion Rate	Attendance	Participation	Alerts
68%	90%	95%	0

Visually track student daily progress for each exercise.

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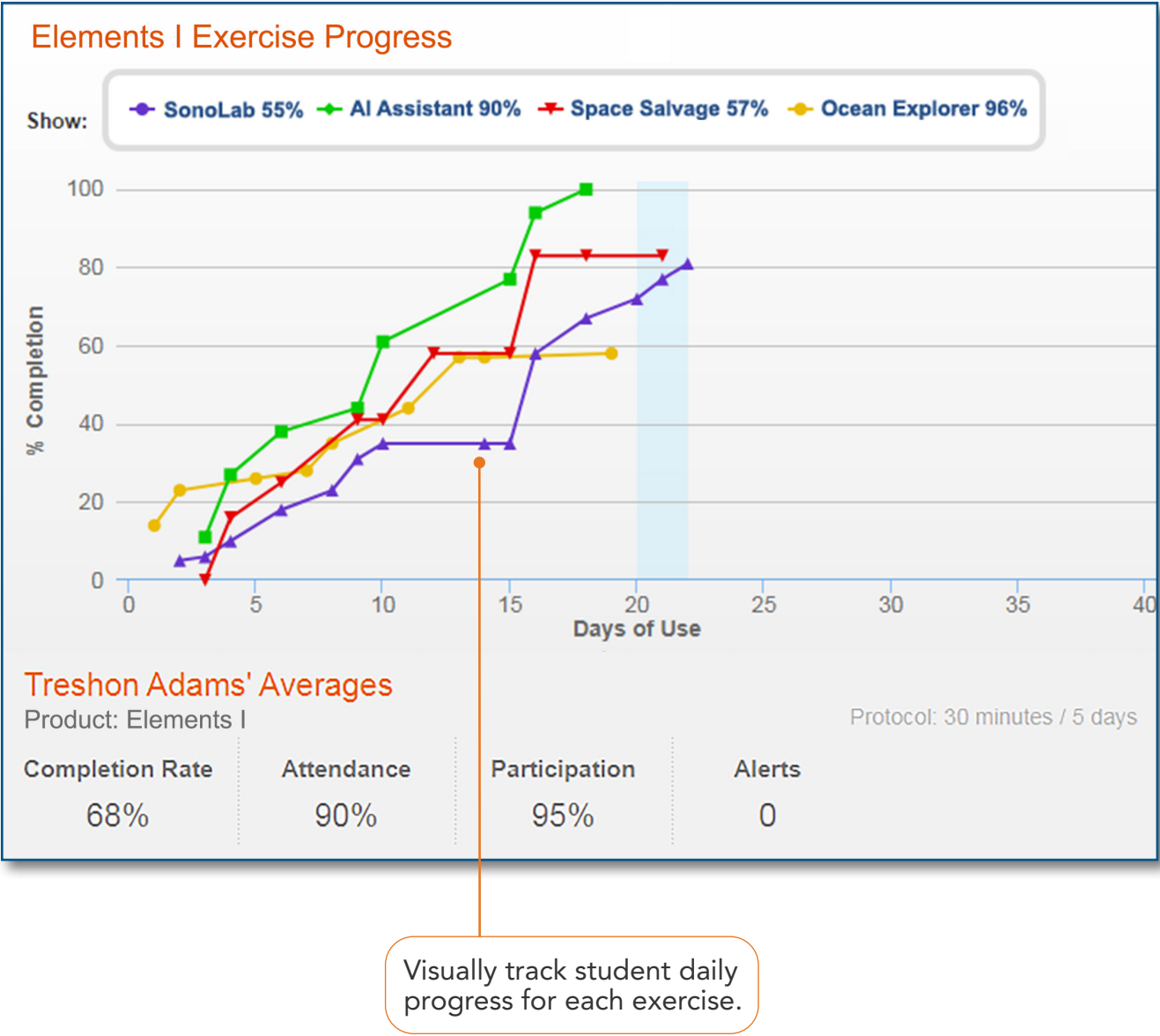
Track Student Progress

Exercise Progress by Date provides an historical view of student percent completion scores for each training day on their Fast ForWord Literacy assignment.

Date	Day	Ele-Bot	Hoop Nut	Moon Ranch	Robo-Dog	Sky Gym	Space Com-mander	Whalien Match
10/24/2019	1	-	-	-	-	1%	18%	8%
10/25/2019	2	-	-	-	-	5%	37%	17%
10/28/2019	3	-	-	-	-	12%	56%	26%
10/29/2019	4	2%	10%	2%	2%	23%	-	-

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	18%	10 of 56
Example: *Point to "him."*		
Description Words	**47%**	**43 of 91**
Example: *Which is "heavy"?*		
Action Words	18%	16 of 91
Example: *Which is "eat"?*		
Predicative Adjectives	17%	3 of 18
Example: *The tub is full.*		

This student took 56 trials on object pronouns and made 10 errors (18% incorrect responses).
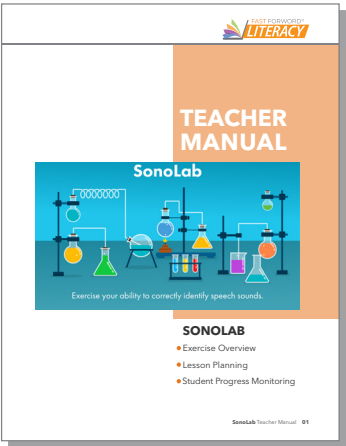
Errors in red are the most problematic for the student.

All examples are labeled.

Turn to page 34 for more detailed student reports

Teacher and Student Resources

Teachers monitor student progress and adapt instruction according to student strengths and weaknesses. An extensive library of resources assists teachers and students to maximize growth.

Teacher Manual

Teachers can deliver effective lessons using minimal prep time with lesson plans, activity materials, interventions, "Did You Know" Fast ForWord Literacy explainers, and more.

Student Tools

Printable worksheets help students develop reading skills even more efficiently and motivate them to continue making steady progress.
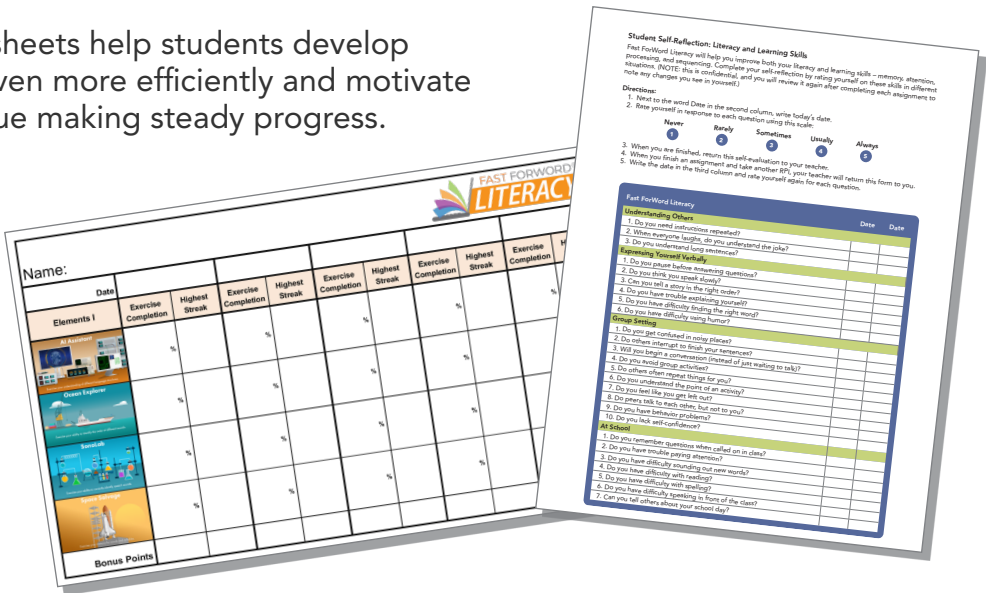
Teacher Tools

Online access to an extensive library of resources ensures success with program implementation.

Turn to page 37 for full-page resources

FAST FORWORD®
LITERACY

SAMPLE

Educator Resources

Dedicated onboarding services and ongoing training opportunities support teachers and administrators as they foster student success.

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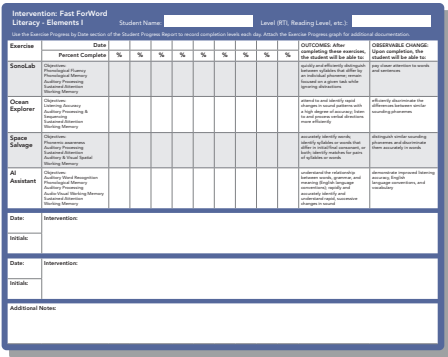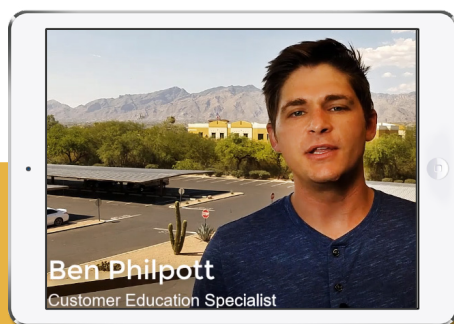
On-demand professional eLearning services provide easy and convenient on-boarding.

Ben Philpott
Customer Education Specialist

Self-Paced Start-Up Videos

FAST FORWORD
Educatio

Free Live Training Webinars

On-Site Consultation and Instruction

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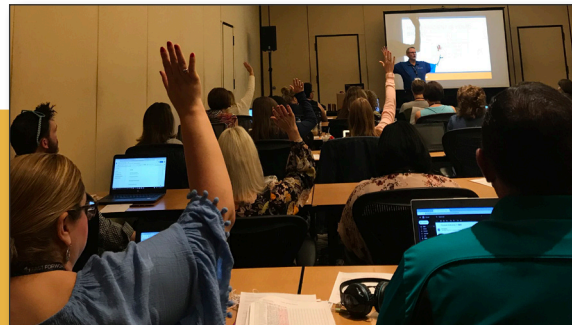
Success Monitoring Services

mySciLEARN Resources

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

Help
Learn how to use the Fast ForWord programs in MySciLEARN.

Toolbox
Access our extensive library of tools for success with the Fast ForWord programs.

Support
Contact us for product assistance or chat with a support team member.

TEACHER MANUAL

SonoLab

Exercise your ability to correctly identify speech sounds.

SONOLAB

- Exercise Overview
- Lesson Planning
- Student Progress Monitoring

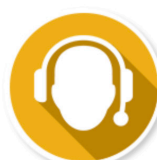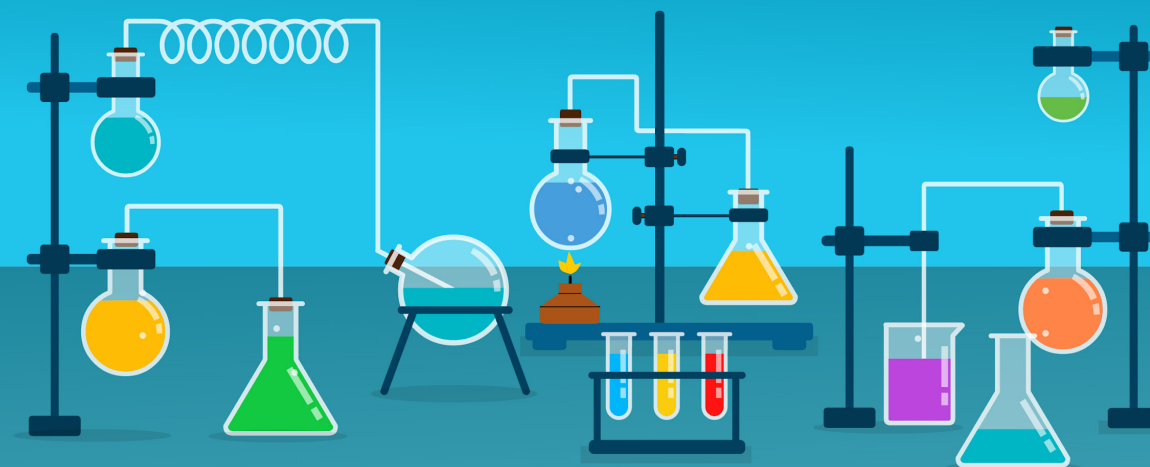| **Standard**	Phonological Awareness: students will demonstrate an understanding of spoken words, syllables, and speech sounds (phonemes)
Language/ Reading Skills	Students will be able to... • identify speech sounds in a quick and efficient manner (phonological fluency) • distinguish between syllables that differ by a single phoneme (phonological accuracy)
Cognitive Skills	Students will be able to… • rapidly process auditory details (auditory processing) • remember speech sounds and recognize when a sound pattern has changed (phonological memory)
Social-Emotional/ Executive Function Skills	Students will be able to... • focus attention on lessons or activities • refrain from making impulsive responses • manage excitement and frustration

EXERCISE INTERFACE
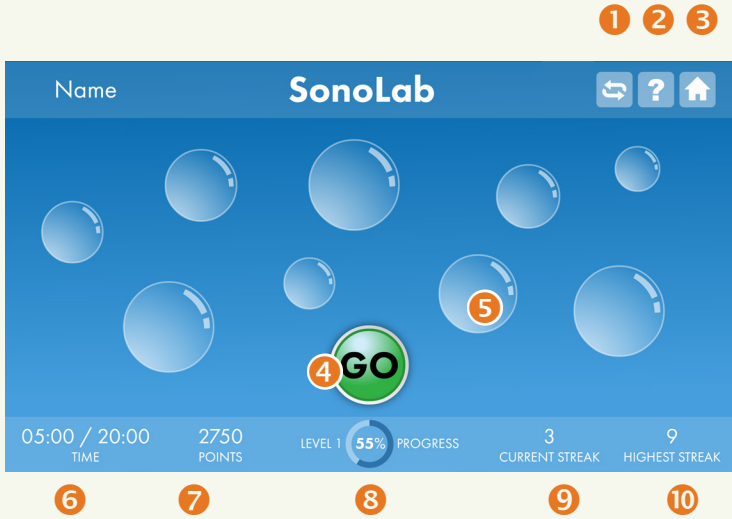
❶ **Autoplay**
Students can use this button to turn Autoplay on or off. When Autoplay is on, each click of the Go button presents a series of three or more trials.

❷ **Help**
Displays options available including:
• **How to** replays initial instructions and provides a model trial.
• **Practice** allows students to listen closely to the current stimuli and take practice trials without affecting their progress.
• **Progress** displays progress for each level and the entire exercise.

❸ **Home**
Returns the user to the Exercise Selector screen.

❹ **Go**
Starts a trial or a series of Autoplay trials. When an Autoplay sequence is in progress, the word "Go" is replaced by a counter showing how many trials remain in the sequence.

❺ **Response Buttons**
Bubbles (or other objects) that are clicked when the user hears the syllable change. If the response is correct, the object disappears. When all objects have been cleared, the screen is refreshed with a new batch.

❻ **Time**
Displays Time Worked / Time Scheduled for the exercise.

❼ **Points**
Shows total points awarded across all of a day's sessions.
• Correct answers: 2 points for each correct answer
• Bonus points: 10 points for 3 consecutive correct answers 3 times
• Autoplay bonus: 2 points for each correct answer if all answers in an Autoplay sequence are correct.

❽ **Level Progress**
Displays the student's current level and percent completion of the level.

❾ **Current Streak**
Number of correct answers the student completes consecutively.

❿ **Highest Streak**
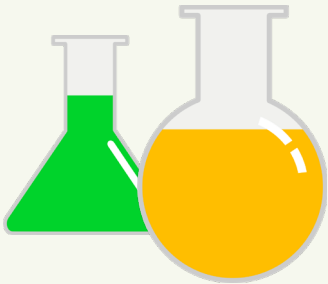Highest number of correct answers the student completes consecutively.

TASK

At the beginning of the exercise, students attempt each trial as follows:

🔊 Click the GO button to start the trial. The active bubble begins glowing and pulsing, while a series of syllables plays. For example, "ki-ki-ki-ki-gi."

🔊 Listen closely! As soon as the syllable changes, click the active bubble.

In each trial, the initial syllable is repeated from 3 to 8 times, before the syllable changes. When the syllable changes, the student must respond quickly. This combination of patiently waiting, then rapidly responding, helps students learn to stay focused and refrain from acting impulsively.

CONTENT

Students progress through 6 sound sets. Each set is focused on a pair of syllables that differ by a single phoneme.

SonoLab Progression

Within each sound set, students progress through 18 stages. Across these stages, the following changes occur:

• At first, the syllables are modified, so that they are easier to tell apart. This support is gradually reduced, until the syllables resemble natural speech.

• The maximum repetition of the alternate syllable increases from 6 to 8, after Stage 9.

• The syllable presentation becomes more rapid. Time between the syllables (inter-stimulus interval or ISI) is reduced from 500ms to 300ms. The first set in the exercise begins with an introductory mode, with longer inter-stimulus intervals and a longer time allowed for students to respond. In this way, students become familiar with the task.

• The time allowed for a response is shortened.

SonoLab adapts to student performance within each sound set, moving up and down between stages. Students also cycle between sets. A different set is presented at the beginning of each day and/or when students struggle to make progress. Each set is closed after its highest stage is passed.

SOUND SETS	
Target Syllable	Alternate Syllable
/gi/	/ki/
/chu/	/shu/
/si/	/sti/
/ke/	/ge/
/to/	/do/
/ba/	/da/

Progress Levels

After every 20% of progress through an exercise, students "level up" and the exercise screen changes. These motivational levels are not connected to specific sound sets or stages, only to percent completion.

Level 1: Bubble

Level 2: Algae blob

Level 3: Amoeba

Level 4: Crystal

Level 5: Nanobot
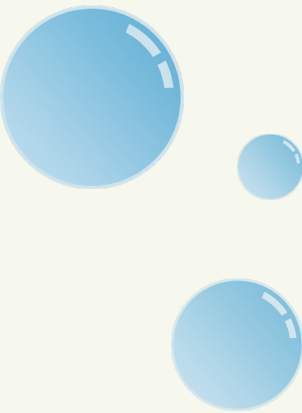
Acoustically Modified Speech

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 developing accurate phonological representations, while increasing comprehension.

Fast ForWord Literacy'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 do 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 Literacy 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

Did you know?

Phonological fluency affects reading fluency. If students are unable to quickly and easily distinguish between all the sounds presented in a word, they may mispronounce or misremember words in a passage. Building phonological memory and fluency with SonoLab can help students strengthen reading skills by training them to hear all of the sounds in a syllable or word.

Phoneme: the smallest unit of sound in a word. Phonemes include all the distinct units of sound (consonants and vowels) used by the speakers of a language, e.g., /b/ /a/ /t/.

Syllable: a cluster of sounds that includes exactly one vowel, e.g., bat = 1 syllable.

Phonological memory: the ability to hold speech-based information in memory. We rely heavily on our phonological memory when reading and spelling. Students with poor phonological memory are unable to remember and then repeat nonsense words of increasing length and complexity. They tend to forget parts of a word or confuse the sounds and/or sequence of sounds in a word.

Phonological fluency: the ability to identify and manipulate speech sounds quickly and efficiently, e.g., distinguishing between the syllables "ba" and "da."

Lesson Planning

INTRODUCE

In order to become lifelong learners, students need to learn the importance of self-evaluation. When students evaluate themselves, they begin to recognize their own strengths and weaknesses.

✏ Student Self-Reflection:
Literacy and Learning Skills

Introduce the **Elements I** exercises to students by having them individually complete the self-reflection survey. Say: "I'd like you to take some time to think about how you feel when interacting with other people and listening at school. You'll have the opportunity to do some reflecting and rate yourself in certain categories. Don't worry, you don't have to share this information with anyone else. It's important that you're honest with yourself."

Read the directions aloud to the students, and answer any questions they may have. Allow them time to complete the survey. Collect the surveys as students finish, or you may also opt to provide envelopes and have students seal their surveys inside to be opened again later. Say: "Thank you for working hard. We are going to begin using a new program today, and the exercises will help you with the skills from the survey. Once you finish all the exercises, I'll give you your survey back so that you can see whether your answers have changed."

You may also reiterate that students' answers will not be shared with anyone else before placing them in a secure location to access later in the semester.

As students finish exercises, have them reassess using their original survey document to reflect on their growth and improvement.

Introduce **SonoLab** by asking students how split-second changes can affect their lives.

You can call out specific hobbies and extracurricular activities, e.g., athletics, performing arts, gaming, to guide the flow of discussion. Ask: "What happens if you miss a split second of a play in a basketball, football, or baseball game? What about a beat in music? What happens if you close your eyes for a second while gaming?" You want students to realize that sometimes a split second is all it takes to completely change the meaning of something.

Ask: "Did you know the same is true about reading?" Call out similar-yet-different words, e.g., say and stay, ball and call, strong and song, and have students differentiate between the meanings. Discuss how missing a fraction of a sound can make them miss the meaning of something or make a wrong assumption.

DIFFERENTIATE

English Learners

SonoLab 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.

Extra Instructional Practice

Explain how the exercise works. Say: "You will hear a series of syllables, and you will click the bubble when you hear the syllable change."

SOUND SETS	
Target Syllable	Alternate Syllable
/gi/	/ki/
/chu/	/shu/
/si/	/sti/
/ke/	/ge/
/to/	/do/
/ba/	/da/

Practice the sounds before working on the demos with students by blocking your mouth with your hand or a piece of paper (so that students can't guess an answer by reading your lips), and have them raise their hands when they hear the syllable change.

MODEL

Project the demo for SonoLab on a screen, whiteboard, or smartboard so that students can learn about the process of the exercise as a class. Say: "Today, we're going to practice improving our memory and attention while we listen for small changes in sounds. Together, we'll work on an exercise called SonoLab. I'll get us started, and then I'd like for you to come up and try." It may be beneficial to have students encourage each other by seeing who can get the most correct answers in a row.

Demo SonoLab:

1. Click the GO button.

2. Watch the pulsating bubble and listen to a syllable repeated in rapid succession.

3. When the repeated syllable is interrupted by a new syllable, click the bubble.

   Correct answer: when the answer is correct, the bubble pops. Points are awarded for each correct answer. Accuracy and getting streaks of correct answers will result in more points and faster progress through the exercise.

   Incorrect answer: if the bubble is clicked too early or too late, the answer is counted as incorrect and the bubble remains on the screen.

4. Keyboard Shortcuts:

   GO button: Space bar

   Click to answer: Up arrow

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 SonoLab 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 notice changes to both syllables and speed. 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 as they engage in independent practice.

10 in a Row Worksheet

If it is on, turn Autoplay off. 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.

Elements I Streaks & Completion Chart

Explain to students that accuracy is the key to moving through the content in Fast ForWord Literacy. Since streaks record the number of correct answers in a row, this chart is helpful for self-monitoring of correct answers. 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 for every 5 days.

Elements I Overall Completion Chart

Students can self-monitor their progress on each exercise in Elements 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.

PROGRESS REPORT

This report shows how a student is moving through the concepts within each exercise, indicating the student's accuracy for each concept and what has been repeated. Embedded contextual "help" popups integrate supporting information right into the interface and include links to more detailed information.

You can record and track individual student progress on a daily basis by recording achievement from the Exercise Progress by Date table found in the Student Report.

✏️ Elements I Progress Monitoring Chart

PROGRESS DETAILS REPORT

This report tracks individual student progress through the content for each exercise in the order in which students work, moving from less to more difficult tasks—or tasks with fewer scaffolds.

You can use this report to quickly determine which content and/or activities students are having difficulty with.

You can track how well a student is progressing by:

- exercise
- goal
- date for each exercise.

Teachers can click on the ❓ icon to see a brief summary of the skill, task, and content for the exercise. It provides the user with additional information about the exercise within the context of the report.

About SonoLab

Skill: Improve phonological fluency, phonological memory, and sustained attention.

Task: Listen closely as a syllable is repeated; when you hear the syllable change, immediately click the blinking object.

Content: SonoLab presents six sets of syllable pairs, each of which differs by a single phoneme. Modified speech is used to exaggerate the differences between the syllables. Across 18 stages, this scaffolding is reduced until the syllables approximate natural speech.

SonoLab Teacher Manual »

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

PROGRESS DETAILS REPORT (continued)

PROGRESS DETAILS REPORT (continued)

Clicking on the check mark icon provides actionable suggestions to quickly address common issues that might cause students to struggle with this exercise.

SonoLab Last Participation: **08/29/2019**

Quick Check

If a student is struggling with SonoLab, use questioning and observation to assess the situation and intervene appropriately.

Assess	Intervene
Does the student understand the task?	If not, review the instructions. Have the student use the "How to" and "Practice" screens.
Does the student hear the difference between the syllables?	If not, check the headset, volume controls, and background noise level. Have the student use the "Practice" screen.
Is the student staying focused on the task?	If not, discuss the importance of not making errors. Provide a challenge to pique interest, or strategies to support attention. This task puts heavy demands on sustained attention, so students may benefit from taking perioding brain-breaks or turning off Autoplay.

More SonoLab interventions

Level	Number of Trials
Training	9
gi - ki	108
chu - shu	89
si - sti	87
ge - ke	69
do - to	62
ba - da	139

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

SonoLab Last Participation: **08/29/2019**

Completion Status

- ✅ Advancement criteria have been met to complete this level
- 🟥 Advancement criteria have not been met to complete this level
- 🟩 Level is currently in progress
- ⬜ Level has not been started

More help »

Level	Completion Status	Percent Correct	Number of Trials
T	✅	100%	9
g	✅	83%	108
c	✅	97%	89
s	✅	89%	87
ge - ke	🟩	85%	69
do - to	✅	97%	62
ba - da	🟩	78%	139

Quickly determine which content and/or activities with which students are having difficulty.

Unless otherwise noted, exercises require students to answer 90% of the trials correctly to advance to the next level. At a glance, the Percent Correct details provide you with information on how close students are to advancing to the next level.

SonoLab Last Participation: **08/29/2019**

Percent Correct

Percent correct (correct trials/trials taken) provides a measure of student accuracy.
- To make steady progress, students should get 86% - 100% correct.
- Scores between 75% - 85% indicate that a student is performing inconsistently, and make slow or no progress.
- Scores below 75% indicate that a student is struggling with accuracy and/or focus.

More help »

Level	Percent Correct	Number of Trials
Training	100%	9
gi - ki	83%	108
chu - shu	97%	89
si - sti	89%	87
ge - ke	85%	69
do - to	97%	62
ba - da	78%	139

Clicking on the ❓ icon provides you with information on how many trials students are taking in comparison to the minimum. A big difference between the two numbers would indicate that students are struggling with the specific task.

SonoLab Last Participation: **08/29/2019**

Number of Trials

In SonoLab, high performers can complete all levels in fewer than 100 trials. A student who is still working on a level after more than 150-200 trials may be struggling. The number of trials needed varies by level, with most students falling within the following ranges:

Training:	9 - 28
gi - ki	60 - 170
chu - shu	70 - 170
si - sti	40 - 110
ge - ke	40 - 150
do - to	40 - 180
ba - da	60 - 190

More help »

Level	Number of Trials
Training	9
gi - ki	108
chu - shu	89
si - sti	87
ge - ke	69
do - to	62
ba - da	78% 139

USAGE

This report provides detailed information to assist you in identifying and targeting usage issues that may be affecting student progress to help assure the student is engaged in regular, consistent exercise use. Student usage is evaluated against a student's assigned schedule.
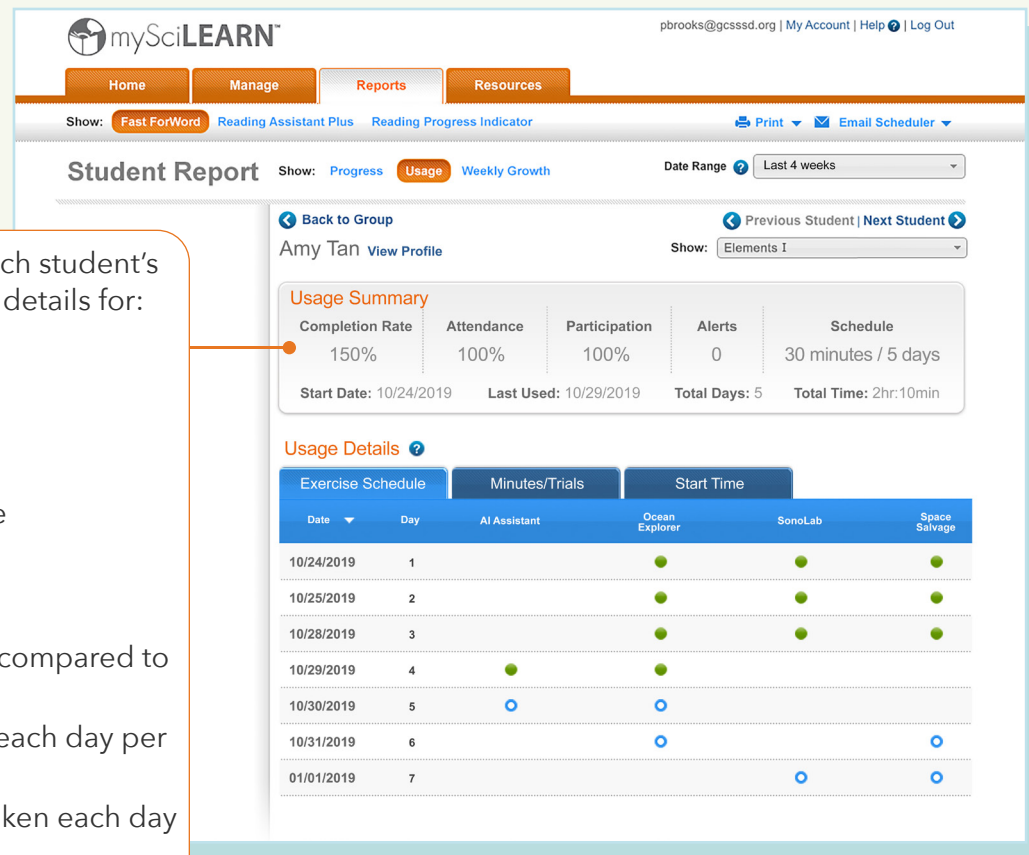
This report shows each student's usage summary and details for:

- attendance
- participation
- alerts
- assigned schedule
- total days use
- total time use
- exercises used as compared to schedule
- actual time spent each day per exercise
- number of trials taken each day per exercise
- the time of day each exercise was worked on

WEEKLY GROWTH

This report shows all of a student's activity for the selected Elements I exercise, organized by week.
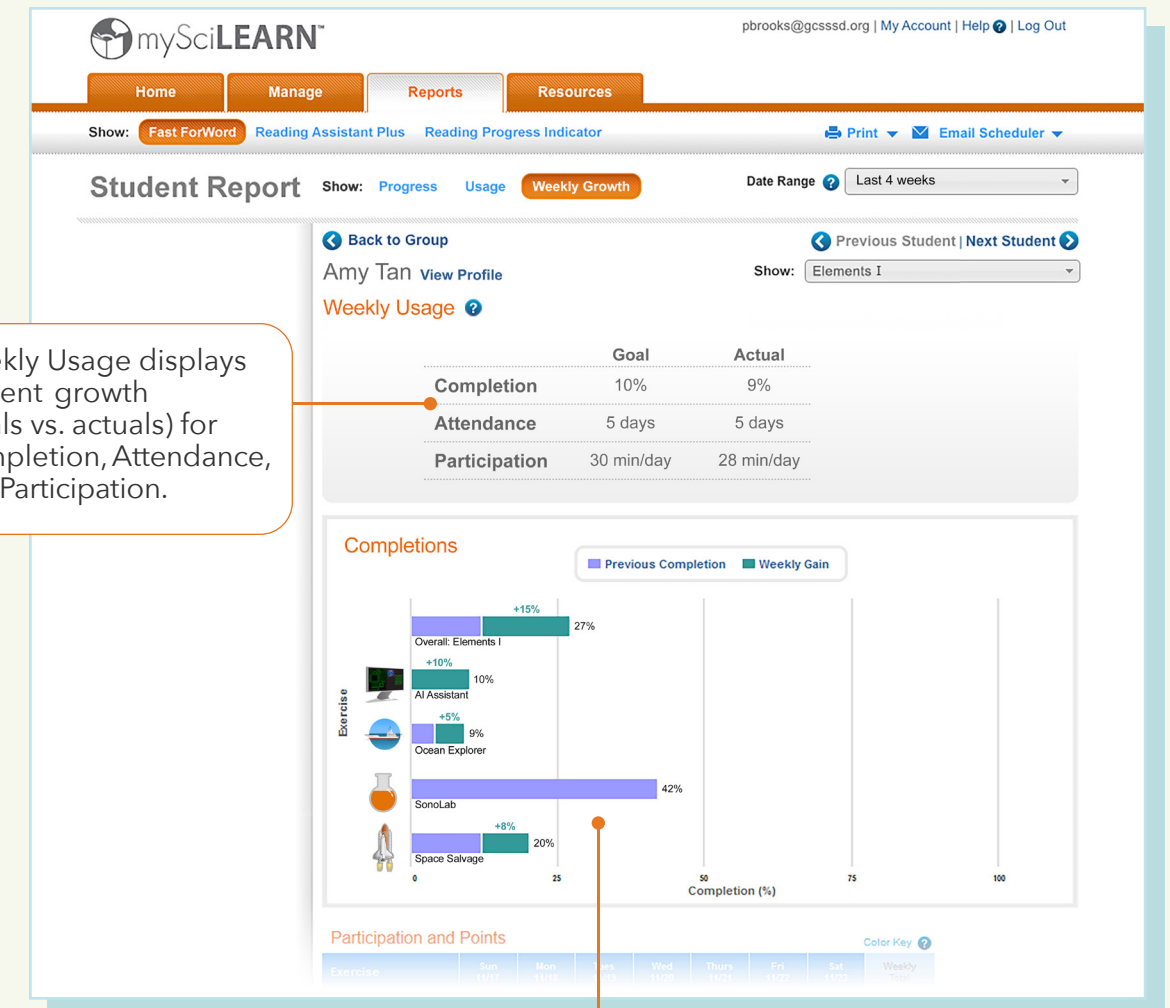
Weekly Usage displays student growth (goals vs. actuals) for Completion, Attendance, and Participation.

The Completion bar graph maps student overall completion in Elements I and completion by exercise.

Monitor Student Progress

WEEKLY GROWTH (continued)

This chart tracks the student's daily participation and points earned in the Elements I exercise that week.

Participation and Points

Color Key ❓

Exercise	Sun 11/17	Mon 11/18	Tues 11/19	Wed 11/20	Thurs 11/21	Fri 11/22	Sat 11/23	Weekly Total
Participation Bonus		100	100	100	100	100		500
AI Assistant			190	424		⭐ 444		1058
Ocean Explorer			202			⭐ 226		428
SonoLab			49	71	92	73		285
Space Salvage		106			68			174
Total		106	441	495	160	743		2445

Weekly Summary

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

Highlights

Amy showed the largest gains in **AI Assistant** and **Ocean Explorer** this week.

- AI Assistant improves the following skills: *phonological accuracy, phonological fluency,* and *phonological memory*
- Ocean Explorer improves the following skills: *English language conventions, vocabulary, and listening accuracy.*

Needs Improvement

Amy showed the least gains in **SonoLab** and **Space Salvage** this week.

- Sonolab improves the following skills: *following directions, English language conventions,* and *listening accuracy.*
- Space Salvage improves the following skills: *listening accuracy* and *auditory sequencing.*

Student Self-Reflection: Literacy and Learning Skills

Fast ForWord Literacy will help you improve both your literacy and learning skills – memory, attention, processing, and sequencing. Complete your self-reflection by rating yourself on these skills in different situations. (NOTE: this is confidential, and you will review it again after completing each assignment to note any changes you see in yourself.)

Directions:
1. Next to the word Date in the second column, write today's date.
2. Rate yourself in response to each question using this scale:

Never	Rarely	Sometimes	Usually	Always
1	2	3	4	5

3. When you are finished, return this self-evaluation to your teacher.
4. When you finish an assignment and take another RPI, your teacher will return this form to you.
5. Write the date in the third column and rate yourself again for each question.

Fast ForWord Literacy	Date	Date
Understanding Others		
1. Do you need instructions repeated?		
2. When everyone laughs, do you understand the joke?		
3. Do you understand long sentences?		
Expressing Yourself Verbally		
1. Do you pause before answering questions?		
2. Do you think you speak slowly?		
3. Can you tell a story in the right order?		
4. Do you have trouble explaining yourself?		
5. Do you have difficulty finding the right word?		
6. Do you have difficulty using humor?		
Group Setting		
1. Do you get confused in noisy places?		
2. Do others interrupt to finish your sentences?		
3. Will you begin a conversation (instead of just waiting to talk)?		
4. Do you avoid group activities?		
5. Do others often repeat things for you?		
6. Do you understand the point of an activity?		
7. Do you feel like you get left out?		
8. Do peers talk to each other, but not to you?		
9. Do you have behavior problems?		
10. Do you lack self-confidence?		
At School		
1. Do you remember questions when called on in class?		
2. Do you have trouble paying attention?		
3. Do you have difficulty sounding out new words?		
4. Do you have difficulty with reading?		
5. Do you have difficulty with spelling?		
6. Do you have difficulty speaking in front of the class?		
7. Can you tell others about your school day?		

FAST FORWORD® LITERACY

Name:

Elements I	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	
AI Assistant		%		%		%		%		%		%		
Ocean Explorer		%		%		%		%		%		%		
SonoLab		%		%		%		%		%		%		
Space Salvage		%		%		%		%		%		%		
Bonus Points														

www.scilearn.com

Completion Chart

100%

90%

80%

70%

60%

50%

40%

30%

20%

10%

0%

FAST FORWORD® Elements I
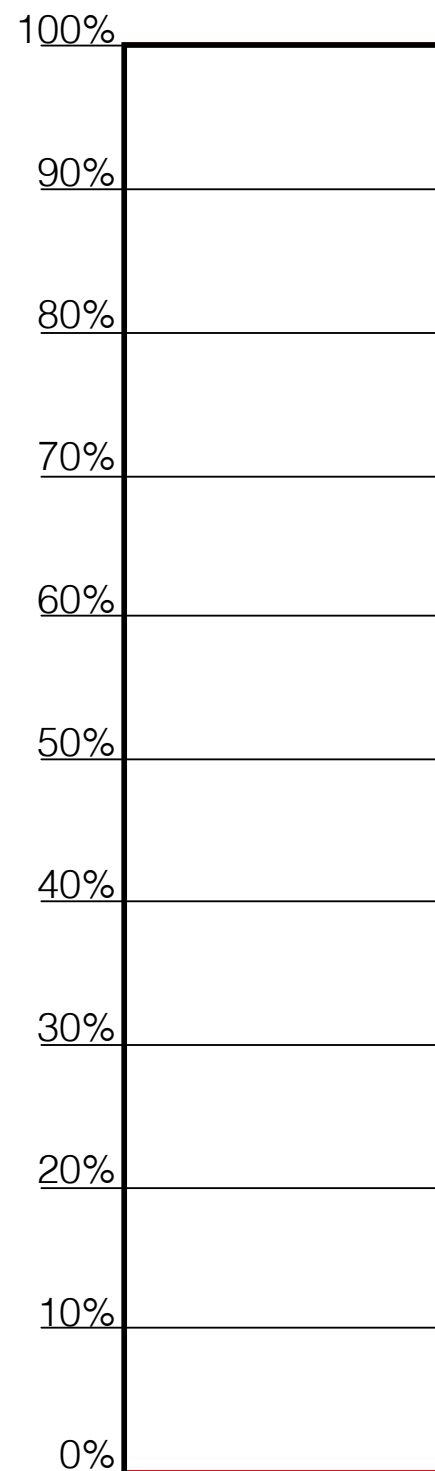
10 in a Row Worksheet

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

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

Intervention: Fast ForWord Literacy - Elements 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	Date									OUTCOMES: After completing these exercises, the student will be able to:	OBSERVABLE CHANGE: Upon completion, the student will be able to:
	Percent Complete	%	%	%	%	%	%	%	%		
SonoLab Objectives: Phonological Fluency Phonological Memory Auditory Processing Sustained 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
Ocean Explorer Objectives: Listening Accuracy Auditory Processing & Sequencing Sustained Attention Working Memory										attend to and identify rapid changes in sound patterns with a high degree of accuracy; listen to and process verbal directions more efficiently	efficiently discriminate the differences between similar sounding phonemes
Space Salvage Objectives: Phonemic awareness Auditory Processing Sustained Attention Auditory & Visual Spatial Working Memory										accurately identify words; identify syllables or words that differ in initial/final consonant, or both; identify matches for pairs of syllables or words	distinguish similar sounding phonemes and discriminate them accurately in words
AI Assistant Objectives: Auditory Word Recognition Phonological Memory Auditory Processing Audio-Visual Working Memory Sustained Attention Working Memory										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

Date: _____ **Intervention:** _____

Initials: _____

Date: _____ **Intervention:** _____

Initials: _____

Additional Notes:

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