

Exercise Description - Bear Bags: More Lunch

Bear Bags: More Lunch helps participants build skills in phonemic awareness, the understanding of the alphabetic principle (phonics), and decoding of one- and two-syllable words.

Reading Curriculum Standards and Bear Bags: More Lunch

Bear Bags: More Lunch correlates to the following Language and Reading Arts curriculum standards for second graders:

- Recognize and use knowledge of spelling patterns (e.g., special vowel spellings) when reading
- Identify regular plurals

Skills Strengthened by Bear Bags: More Lunch

Bear Bags: More Lunch focuses on helping the participant improve skills in phonemic awareness and sound/letter correspondence in the following ways:

Phonemic awareness: Bear Bags: More Lunch provides practice in categorizing one-syllable words by complex initial, final, and medial sounds, including consonant blends. As participants progress, the sound contrasts that the participant must listen for progress from easy (phonetically dissimilar) to hard (phonetically similar).

Sound/letter correspondence: Bear Bags also provides repeated exposure to highly decodable one- and two-syllable words with paired presentation of print and speech. Frequently, the letter or letters associated with the target sound or sounds is highlighted in the printed word.

In addition, Bear Bags: More Lunch builds cognitive skills as follows:

- **Memory**—working memory
- **Attention**—focused attention
- **Processing**—build auditory processing skill by distinguishing speech sounds and learning to recognize their differences

How Participants Work on Bear Bags: More Lunch

In Bear Bags: More Lunch, the participant is asked to help Papa Bear sort words (on pieces of toast) into phoneme-based categories (lunch bags). The words will be sorted on the basis of the phoneme in the targeted position. The target sound could be an initial or final consonant or consonant blend, a morphological ending (*-ing*, *-ed*, or *-s*), or a medial vowel.

When the participant clicks the yellow paw, phoneme categories (picture only) appear on the lunch bags and a description of each category is read aloud. A piece of toast pops out of the toaster and displays a word. The word is read aloud. The participant must determine which category the word fits into, and then click that category bin (lunch bag).

The participant can click the speaker buttons next to each lunch bag to repeat the category description, or click the yellow paw to hear the word repeated.

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How Participants Progress through Bear Bags: More Lunch

Participants progress through 6 levels of Bear Bags: More Lunch. These levels are based on the type of phoneme to sort by and its position within each word, and the difficulty of the set of

alternate responses (whether the set of answer choices are phonetically similar).

- Initial Consonants: Phonetically dissimilar alternate responses
 - Category groups [bl,fr,sp,br], [cl,pr,sw,sc], [gl,tr,sm,th], [pl,gr,sn,ch], [fl,cr,sk,sh], [sl,dr,st,th]
- Final Consonants: Phonetically dissimilar alternate responses
 - Category groups [nt,lf,ss,ch], [st,nk,ll,-ed], [ft,ng,z,th], [lt,ck,sh,ff], [mp,x,th,ng], [nd, ff, -ing, -s]
- Long Vowels (Medial)
 - Category groups [a,e,o,u], [a,e,i,o], [a,i,o,u]
- Initial Consonants: Phonetically similar alternate responses
 - Category groups [bl,pl,br,pr], [cl,gl,cr,gr], [fl,sl,fr,sw], [tr,dr,st,sk], [sm,sn,sp,sc], [sh,th,ch,sw]
- Final Consonants: Phonetically similar alternate responses
 - Category groups [ff,ll,lf,ft], [x,ck,ch,sh], [ng,nk,nd,nt], [st,lt,-ed,ft], [-s,th,-ing,nk], [ss,zz,mp,nt]
- Long Vowels (Medial)
 - Category groups [a,e,o,u], [a,e,o,u], [a,e,i,o]

How Participants Advance in Bear Bags: More Lunch

Bear Bags: More Lunch exposes participants to progressively larger numbers of words in progressively more phoneme categories.

- When starting to sort a new group of phonemes, Bear Bags: More Lunch presents 2 different phoneme categories (*/bl/* and */fr/*) from the first category group (Initial Consonants, [bl, pl, br, pr]). The participant then sorts 8 different words into these categories.*
- After the 8 words have been sorted, Bear Bags: More Lunch evaluates that group of trials. If the participant has sorted 100% of the words correctly, Bear Bags: More Lunch adds 2 more categories and more items to be sorted until the participant is sorting 20 pictures/words into 4 different categories.
- After the 20 words have been sorted, Bear Bags: More Lunch evaluates that group of trials. If the participant has sorted 90% of the trials correctly for the current category group, Bear Bags: More Lunch advances to a Fluency Round. The participant sorts words into the same 4 categories, but each trial now has a time limit. The Fluency Round lasts for only one minute and the trials do not count towards advancement. The Fluency Round provides extra practice for the participant, and the chance to earn more points.
- After the Fluency Round ends, Bear Bags: More Lunch advances to the next category group and begins again with 2 categories and 8 pictures/words.

*The first time the participant enters the exercise, he or she is introduced to the task by sorting only 4 words into a single category. This group of trials is not evaluated.

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If the participant fails to meet the criteria to pass a group of trials, the group repeats up to 2 more times to allow the participant 3 attempts at mastery.

When sorting 8 words into only 2 categories, if the participant does not sort all of the words correctly after 3 tries, Bear Bags: More Lunch presents the other 2 categories in the category group and the participant gets 3 tries to correctly sort 8 new pictures/words into those categories.

Plateau-Based Transitions

If after 3 attempts, the participant has not met the criteria for passing a group of trials, Bear Bags: More Lunch transitions the participant to the next category group. At the end of the exercise, those category groups which were not passed are repeated, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these category groups until mastery is achieved.

Points Awarded in Bear Bags: More Lunch

Bear Bags: More Lunch awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 2 points for each trial that is completed correctly.
- **Bonus points:** After the participant completes 24 trials correctly, Bear Bags: More Lunch rewards the participant's performance with 10 bonus points.

Exercise Description – Fish Frenzy

Fish Frenzy helps participants build skills in word identification that are necessary for reading fluency. The participant is repeatedly presented with 200 of the most frequently used words in written English, and is required to distinguish among them and identify them. This exercise improves phonological working memory by requiring the participant to remember a spoken word while attending to a series of written words, and selecting the word that matches. Fish Frenzy also provides practice in visual tracking to reinforce left-to-right reading patterns.

Reading Curriculum Standards and Fish Frenzy

Fish Frenzy correlates to the following Language and Reading Arts curriculum standards for second graders:

- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)
- Decode regular multisyllable words

Skills Strengthened by Fish Frenzy

Fish Frenzy focuses on helping the participant improve reading fluency and word recognition skills in the following ways:

- **Word recognition:** Fish Frenzy provides practice in matching the spoken and written forms of words that appear with a high frequency in English print. The second 200 highest frequency English words are covered in this exercise. (The 200 highest frequency words are covered by the Fish Frenzy exercise in Fast ForWord to Reading 1).

In addition, Fish Frenzy builds cognitive skills as follows:

- **Memory**—working memory and long-term memory
- **Attention**—sustain attentional focus while monitoring a stream of possible answers for the correct word
- **Processing**—auditory and visual processing

How Participants Work on Fish Frenzy

In this exercise, the participant works with each group of words in 3 stages. At all stages, the task is to click on the fish with the word that matches the word spoken by the pelican. In the first stage, the fishing pelican pronounces a word while the written word appears in a speech bubble. Then, spoken and written words fly across the screen on fish. In the second stage, the pelican pronounces a word, but the written word is not displayed. Then flying fish display written words, but these words are not pronounced. The third stage is like the second, but now the participant is presented with words from multiple word sets.

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How Participants Progress through Fish Frenzy

Fish Frenzy progresses through 6 levels as follows:

Level 1 includes a sample of words grouped by length. Levels 2 through 6 present sets of words grouped by initial letter (so that participants must read the entire word, rather than relying on the first letter alone.) The words presented at level 6 are not necessarily harder than those presented at level 2. The most challenging task in this exercise is the second stage task, which requires independent reading of the words.

The presentation rate of the sequence of words varies: the sequence starts off slow, and speeds up as the participant advances through the exercise.

How Participants Advance in Fish Frenzy

Fish Frenzy presents progressively lower-frequency words, requiring that the participant master each word in 2 stages.

The words are presented in groups of 10. In stage 1, the participant matches a word that is written and spoken with other words that are written and spoken:

- If the participant matches 9 of the 10 words correctly (90% accuracy), the participant advances to stage 2.
- If the participant does not match 9 of the 10 words correctly, the group of words is repeated for the current stage. The participant is given 3 attempts to pass the group of words and advance to stage 2,

In stage 2, the participant works on the same group of words that were presented in stage 1, but is now required to match spoken words with written words.

- If the participant matches 9 of the 10 words correctly in stage 2, the next group of words is presented. The participant is given 3 attempts to pass this stage.

After the participant meets the criteria for both stages of 4 groups of words, a Fluency Round is presented. In the Fluency Round, words from the previous 4 groups are presented as in stage 2, and at the fastest rate. The Fluency Round lasts only one minute and these trials are not counted towards advancement. The Fluency Round provides extra practice for the participant, and the chance to earn more points.

Plateau-Based Transitions

If after 3 attempts, the participant has not met the criteria for passing a group of words at the current stage, Fish Frenzy transitions the participant to the first stage of the next group. At the end of the exercise, those word groups which were not passed are repeated, beginning with stage 1, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these groups of words until mastery is achieved.

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Points Awarded in Fish Frenzy

Fish Frenzy awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 3 points for each trial that is completed correctly.
- **Bonus points:** After the participant completes 12 trials correctly, Fish Frenzy rewards the participant's performance with 10 bonus points.

Exercise Description – Magic Bird

Magic Bird helps participants improve spelling and word-building skills and sensitivity to letter-sound correspondences, with an emphasis on word families and multiple-letter spelling patterns, such as blends and digraphs.

Reading Curriculum Standards and Magic Bird

Magic Bird correlates to the following Language and Reading Arts curriculum standards for second graders:

- Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly
- Identify and correctly use regular plurals (e.g., -s)

Skills Strengthened by Magic Bird

Magic Bird focuses on helping the participant improve spelling skills and sensitivity to letter-sound correspondences in the following ways:

- **Spelling:** Magic Bird presents word pairs in which switching a single letter or letter combination (e.g., consonant blend, digraph) turns one word into the other (e.g., *chop* → *shop*). The participant must click the missing onset or rime to complete a partially spelled word. In the beginning levels, restricted stimulus sets are used to progressively teach all of the targeted spelling patterns according to a phonics/spelling instructional sequence. To help build automaticity and generalization, and provide practice working with word families, the advanced levels ask participants to generate multiple words for every targeted spelling pattern.
- **Sensitivity to letter-sound correspondences and phonemic awareness:** Magic Bird aurally and visually presents one- and two-syllable words with highly regular letter-sound correspondences, and provides trial-by-trial feedback as participants manipulate onsets and rimes to change one word into another or build several members of a word family. Response alternates consist of a principled array in which the visual and phonetic similarity of response options is controlled. There are two levels of response-option difficulty, based on the similarity of the correct versus alternate responses.

Magic Bird also builds the following cognitive skills:

- **Memory**—holding a spoken word in working memory while recalling letter-sound associations from long-term memory
- **Attention**—focused attention
- **Processing**—auditory and visual processing
- **sequencing**—using positional cues to identify missing letters

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How Participants Work on Magic Bird

In levels 1 through 8 of this exercise, the participant must select the missing onset or rime to complete a partially spelled word. First, a probe word is presented visually and aurally (e.g. *name*). Next, part of the probe word drops off and is replaced by a blank (e.g., *name* → *__ ame*). Finally, four tiles appear with different letter combinations (e.g., *bl*, *fr*, *sp*, *br*) and the target word is presented aurally (e.g., *blame*). The participant must click the tile that correctly completes the spelling of the target word.

Family Matches: In levels 9 and 10 participants must make as many real words as possible by matching a partially spelled word with several onsets or rimes from a grid of 4 to 9 tiles (e.g., the stimulus rime *__ate* might be presented along with an onset response grid of *dr_*, *pl_*, *gl_*, *sh_*, *st_*, *sl_*, *br_*, *cr_*, *v_*). Each time the participant clicks a tile that makes a real word, the assembled word is presented both visually and aurally. The participant continues working with this grid until all possible word combinations have been presented, or until an incorrect selection is made.

How Participants Progress through Magic Bird

Participants progress through Magic Bird in 10 levels as follows:

Level 1: Initial Consonants and Consonant Blends

For each group of target spelling patterns listed below, 20 word pairs are presented, with easily discriminated alternate responses.

- bl, fr, st, sh
- cl, pr, sw, sc
- gl, tr, sm, th
- pl, gr, sn, ch
- fl, cr, sk, br
- sl, dr, sp, th

Level 2: Final Consonants and Consonant Blends

For each group of target spelling patterns listed below, 20 word pairs are presented, with easily discriminated alternate responses.

- nt, lf, ss, ch
- st, nk, ll, ff
- ft, ng, zz, mp
- lt, ck, sh, nd
- nd, x, th, ll

Level 3: Long Vowels

For each group of target spelling patterns listed below, 20 word pairs are presented.

- a_e, oa, u_e, e
- ai, o_e, ee, i
- ay, i_e, ea, u

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Level 4: Morphological Endings

For the target spelling patterns listed below, a total of 20 word pairs are presented.

- -ing, -ed, -s

Level 5: Initial Consonants and Consonant Blends

For each group of target spelling patterns listed below, 20 word pairs are presented with alternate responses that are hard to discriminate

- bl, pl, br, pr
- cl, gl, cr, gr
- fl, sl, fr, sw
- tr, dr, st, sk
- sm, sn, sp, sc
- sh, th, ch, sw

Level 6: Final Consonants and Consonant Blends

For each group of target spelling patterns listed below, 20 word pairs are presented, with alternate responses that are hard to discriminate

- ff, ll, lf, ft
- x, ck, ch, sh
- ng, nk, nd, nt
- st, ss, zz, th
- lt, mp, ll, nt

Level 7: Long Vowels

For each group of target spelling patterns listed below, 20 word pairs are presented.

- a_e, o_e, i_e, i
- ee, ay, u_e, u
- ea, oa, ai, e

Level 8: Morphological Endings

For the target spelling patterns listed below, a total of 20 word pairs are presented.

- -ing, -ed, -s

Level 9: Mixed (Family Matches)

Several words from the same word family will be presented simultaneously, using a single stimulus stem, and a grid of response options. The 81 grids in this level will have 4 response options including a random number of 1 or 2 correct responses.

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Level 10: Mixed (Family Matches)

Several words from the same word family will be presented simultaneously, using a single stimulus stem, and a grid of response options. The 81 grids in this level will have 9 response options including a random number of between 1 and 5 correct responses.

How Participants Advance in Magic Bird

In levels 1 through 8, Magic Bird presents 20 word pairs from the target category (e.g., initial consonants and consonant blends). After the participant has completed all the trials for that group, Magic Bird evaluates the trials.

- If the participant has completed the spelling of at least 90% of the words correctly, Magic Bird advances to the next group.
- If the participant does not achieve 90% correct, the group of trials is repeated for up to 3 attempts.

Learning Trials: If the participant answers a trial incorrectly, the trial is repeated with that incorrect answer disabled. The participant is given up to 2 learning trials on a failed trial, but these do not count towards advancement.

The participant progresses through all the groups in the level before moving on to the next level.

In levels 9 and 10, Magic Bird presents a grid with up to 9 responses, of which 1 to 5 are correct responses.

- If the participant selects all the correct responses (100% accuracy), the participant advances to the next grid.
- If the participant selects an incorrect response, the grid is presented up to 2 more times as learning trials, but responses are not counted towards advancement. These grids are repeated again at the end of the level to provide the participant with a total of 3 attempts at mastery.

Plateau-Based Transitions

If after 3 attempts the participant has not met the criteria for passing a content group or grid, Magic Bird transitions the participant to the next group or grid. At the end of the exercise, those content groups and grids which were not passed are repeated, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these until mastery is achieved.

Points Awarded in Magic Bird

Magic Bird awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 4 points for each trial that is correctly completed. The participant earns 1 point for each learning trial that is correctly completed.
- **Bonus points:** After the participant completes 12 trials correctly, Magic Bird rewards the participant's performance with 15 bonus points.

Exercise Description – Ant Antics

Ant Antics helps participants develop sentence comprehension skills, and helps participants improve syntax and vocabulary skills, all of which are crucial for flexible, fluent reading. Ant Antics also exercises working memory and logic skills, which are important to building proficiency at critical reading.

Reading Curriculum Standards and Ant Antics

Ant Antics correlates to the following Language and Reading Arts curriculum standards for second graders:

- State the purpose in reading (i.e., tell what information is sought)
- Use knowledge of the author's purpose(s) to comprehend informational text
- Recognize cause-and-effect relationships in a text

Skills Strengthened by Ant Antics

Ant Antics helps the participant improve sentence comprehension in the following ways:

- **Sentence comprehension:** Ant Antics presents 4 syntactically similar phrases or sentences, one of which best describes the picture shown. The participant must comprehend each presented sentence in order to choose the phrase or sentence that best describes the picture on the screen.
- **Syntax:** Ant Antics presents 24 syntactic structures of varying complexity.
- **Logical reasoning:** Because sentences use reversible nouns, similar vocabulary, and similar syntax, the participant must use logical reasoning rather than relying only on common sense to make the correct response. Using logical reasoning to comprehend sentences allows the participant to become a flexible reader.
- **Vocabulary:** At early levels, the Ant Antics presents phrases and sentences using a small set of highly decodable words. Reading a key set of words several times in different sentences contributes to automatic word recognition, which is an important factor in fluent reading. As the participant progresses, Ant Antics presents longer sentences, as well as sentences that use more varied vocabulary.

In addition, Ant Antics builds cognitive skills as follows:

- **Memory**—using working memory to compare similar phrases and sentences
- **Attention**—focused and sustained attention
- **Processing**—visual processing
- **sequencing**—using word order and grammar to identify subtle differences in meaning among phrases and sentences

How Participants Work on Ant Antics

When the participant clicks the yellow paw, the participant is presented with a picture and 4 sentences. The participant must pick the sentence that best describes the picture (or some aspect of the picture).

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How Participants Progress through Ant Antics

Ant Antics progresses through 8 levels of syntactic complexity. Each level contains 3 syntactic structures (categories):

- **Level 1:** Attributive/Stative, Third Person Subject Pronouns, Noun Singular/Plural (by Inflection Only)
- **Level 2:** Noun Singular/Plural (by Quantifier and Inflection), Verb Singular/Plural
- **Level 3:** Possession, Active Voice Word Order, Wh- Object Questions
- **Level 4:** Auxiliary-Be Singular/Plural, Simple Negation
- **Level 5:** Object Pronouns (Him, Her), Possessive Pronouns (His, Her), Comparative (-er)
- **Level 6:** Quantifiers (Some and None), Comparative (More)
- **Level 7:** Reduced Subject Relative Clauses, Subject Relativization, Complex Negation
- **Level 8:** Passive Voice Word Order, Case Marking Prepositions (With, For By), Who vs. What

At each level, Ant Antics presents 3 tiers of difficulty, based upon sentence length and vocabulary, as follows

- **Tier 1:** The participant is exposed to sentences that contain, on average, 3 – 6 words. Words come from a limited set of highly decodable words at the Kindergarten grade level.
- **Tier 2:** The participant is exposed to sentences that contain, on average, 4 – 8 words. Words come from a limited set of highly decodable words at the Kindergarten grade level.
- **Tier 3:** The participant is exposed to sentences that contain, on average, 3 – 6 words. Words come from a more varied set at the first and second grade levels.

How Participants Advance in Ant Antics

A participant is presented with a group of 12 trials at each tier for each level. Each syntactic structure within a level includes 4 trials. All 12 trials are presented before any trials are evaluated. Each syntactic structure is evaluated separately, and the participant must correctly answer 3 of the 4 trials for each of the 3 structures to advance to the next tier within the level. If the participant does not meet these criteria, the group of 12 trials is repeated up to 2 more times to provide the participant with a total of 3 attempts.

Plateau-Based Transitions

If after 3 attempts the participant has not met the criteria for passing a group of trials, Ant Antics transitions the participant to the first tier of the next level. At the end of the exercise, those levels for which mastery was not achieved are repeated, but will include only those tiers that were previously failed or not presented. In all other ways, the progression and rules of advancement will remain the same. The participant will continue to work on these groups of trials until mastery is achieved.

Points Awarded in Ant Antics

Ant Antics awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 5 points for each trial that is correctly completed.
- **Bonus points:** After the participant completes 10 trials correctly, Ant Antics rewards the participant's performance with 16 bonus points.

Exercise Description – Leaping Lizards

Leaping Lizards helps participants to increase skills in sentence comprehension by requiring participants to complete sentences with missing words, letters, or punctuation. The participant builds vocabulary skills, working memory, and awareness of sentence structure. Basic rules in capitalization and punctuation, syntax, and inflectional morphology are covered. Brief passages and individual sentences are used to provide context for the missing words, with both fiction and non-fiction included.

Reading Curriculum Standards and Leaping Lizards

Leaping Lizards correlates to the following Language and Reading Arts curriculum standards for second graders:

- Distinguish between complete and incomplete sentences
- Recognize and use the correct word order in written sentences
- Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking
- Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ly)

Skills Strengthened by Leaping Lizards

Leaping Lizards helps the participant improve sentence comprehension in the following ways:

- **Sentence comprehension:** Leaping Lizards provides practice in listening to and independently reading sentences and short passages, and using context to correctly identify missing elements. In order to fill-in missing words, punctuation marks, and capitalized or lower case letters, participants must attend carefully to both meaning and sentence structure, and they must take the problem solving approach that is often required when reading challenging text.

In addition, Leaping Lizards builds cognitive skills as follows:

- **Memory**—holding an incomplete sentence in working memory while recalling vocabulary and punctuation rules from long-term memory
- **Attention**—sustained attention
- **Processing**—auditory and visual processing
- **sequencing**—using word order to comprehend sentences and help identify the missing parts

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How Participants Work on Leaping Lizards

In this exercise, the participant is presented with a sentence that includes a blank replacing a missing word, punctuation mark, or letter. Initially, the sentences are both displayed and read aloud. Four responses (text only) are available at the bottom of the screen; the participant clicks on the response which fills in the blank to complete the sentence. As the participant progresses through the exercise, the sentences are no longer read aloud.

Some sentences stand alone, and others are presented in sequences making up a fiction or non-fiction passage. In the vocabulary levels, the sentences, are sequenced into passages that present a lesson on grammatical concepts such as nouns and verbs, vowels and consonants, compound words, and syllables. To help the participant know where they are in a passage, the bottom of the text display shows a row of "page" icons mirroring the number sentences and highlighting the position of the current block within the passage.

How Participants Progress through Leaping Lizards

Leaping Lizards progresses through 16 levels of difficulty as follows:

- **Level 1, Vocabulary:** Sentences are read aloud; response requires focus on function words. Vocabulary is taken from top 200 high frequency words.
- **Level 2, Vocabulary:** Sentences are read aloud; response requires focus on word meaning. Vocabulary is taken from top 200-400 high frequency words.
- **Level 3, Usage:** Sentences are independently read; response requires focus on capitalization of initial words.
- **Level 4, Usage:** Sentences are independently read; response requires focus on capitalization of proper nouns.
- **Level 5, Usage:** Sentences are independently read; response requires focus on end-of-sentence punctuation.
- **Level 6, Syntax:** Sentences are independently read; response requires focus on parts of speech. Alternate response choices are taken from differing word roots.
- **Level 7, Syntax:** Sentences are independently read; response requires focus on parts of speech. Alternate response choices are taken from words with the same roots.
- **Level 8, Syntax:** Sentences are independently read; response requires focus on parts of speech. Response choices are noun, verb, sentence, or letter.
- **Level 9, Morphology, inflections:** Sentences are independently read; response requires focus on regular nouns and verb plurals.
- **Level 10, Morphology, inflections:** Sentences are independently read; response requires focus on regular verb tenses.
- **Level 11, Morphology, inflections:** Sentences are independently read; response requires focus on regular comparatives.
- **Level 12, Morphology, inflections:** Sentences are independently read; response requires focus on irregular nouns and verb plurals.
- **Level 13, Morphology, inflections:** Sentences are independently read; response requires focus on irregular verb tenses.
- **Level 14, Morphology, inflections:** Sentences are independently read; response requires focus on irregular comparatives.
- **Level 15, Vocabulary:** Sentences are independently read; response requires focus on function words. Vocabulary is taken from top 200 high frequency words.
- **Level 16, Vocabulary:** Sentences are independently read; response requires focus on word meaning. Vocabulary is taken from top 200-400 high frequency words.

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How Participants Advance in Leaping Lizards

Each level includes 20 sentences. If the participant chooses the correct answer, the choice is moved into the sentence and the participant moves onto the next sentence in the level. If the participant chooses an incorrect answer, the correct answer moves into the sentence and, if the sentence was read aloud initially, the entire sentence is read aloud again, including the missing word. The next sentence in the level is then presented. The participant must correctly answer 18 out of the 20 trials in order to advance to the next level. Otherwise, the level is repeated. The participant will have 3 attempts to pass the level.

Plateau-Based Transitions

If after 3 attempts, the participant has not met the criteria for passing a level, Leaping Lizards transitions the participant to the next level. At the end of the exercise, those levels which were not passed are repeated, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these levels until mastery is achieved.

Reentering Leaping Lizards

If a participant exits or times out of a level while working on a "stand-alone" sentence, the participant returns to the next sentence upon reentering the exercise. If a participant exits or times out while working on a sentence within a passage before the passage has been completed, the participant returns to the beginning of that passage upon reentering the exercise.

Points Awarded in Leaping Lizards

Leaping Lizards awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 5 points for each trial that is completed correctly.
- **Bonus points:** After the participant completes 8 trials correctly, Leaping Lizards rewards the participant's performance with 14 bonus points.

Exercise Description – Dog Bone

Dog Bone helps participants build skills in passage comprehension, working memory, and answering multiple choice questions about a text. Participants listen to passages while reading along, and demonstrate their comprehension by answering questions. Participants then reread the same passages independently, and answer a new set of questions. To help the participant develop comprehension skills for a variety of text types, both fiction and nonfiction passages are presented, as well as charts, tables, and graphs. To build sustained attention and working memory, the length of the text between questions increases as participants progress through the exercise. To support beginning readers in reading along, the aural presentation of the text is slowed; the rate increases as the participant advances further in the exercise. To help participants keep pace, line-by-line highlighting of the written text is synchronized to the aural presentation of the passage.

Reading Curriculum Standards and Dog Bone

Dog Bone correlates to the following Language and Reading Arts curriculum standards for second graders:

- Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)
- State the purpose in reading (i.e., tell what information is sought)
- Use knowledge of the author's purpose(s) to comprehend informational text
- Recognize cause-and-effect relationships in a text
- Interpret information from diagrams, charts, and graphs

Skills Strengthened by Dog Bone

Dog Bone focuses on helping the participant improve passage comprehension in the following ways:

- **Passage comprehension:** Dog Bone provides practice in listening and reading-along, and independently rereading fiction and nonfiction passages. As participants progress they are challenged by higher level vocabulary, and the aural presentation rate shifts from moderately slow to slightly slow. The passages are divided into very short pages. After each page, participants must respond to one or two comprehension questions, providing immediate feedback on comprehension, as well as an engaging, interactive reading experience.

In addition, Dog Bone builds cognitive skills as follows:

- **Memory**—using both working memory and long-term memory to integrate and comprehend passage segments, recall gist and details to answer questions, and recognize previously heard passages as a support for rereading
- **Attention**—using divided attention to listen while reading along; using sustained attention across multiple passage segments and questions
- **Processing**—coordinating the auditory and visual processing of two perceptual streams: speech and written text
- **sequencing**—tracking temporal and causal event sequences in passages

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How Participants Work on Dog Bone

In this exercise, the participant listens to a passage while reading along, and then answers comprehension questions relating to the passage. Each passage is broken down into “blocks” of text, which are displayed and read aloud. Each text line highlights as it is read. At the end of the text block, the participant must answer multiple-choice questions, which are presented both aloud and as text. The answer choices are presented as text and the participant must click on the correct answer to the question. If the student demonstrates good listening comprehension for the passage, the same passage is then presented as text only. After independently re-reading each text block, the participant clicks the Done Reading button and answers a new question.

To help the participant know where they are within a passage, the bottom of the text display shows a row of “page” icons mirroring the number of blocks of text in that passage. The current block within the passage is highlighted.

How Participants Progress through Dog Bone

Dog Bone exposes participants to progressively longer and more difficult passages which are read aloud at a progressively quicker reading rate. Additionally, participants progress from listening to a passage while reading along to reading independently.

Dog Bone progresses through 6 levels of difficulty as follows:

- **Level 1:** The participant is exposed to 4 fiction and 2 nonfiction passages. Each passage is at the first grade comprehension level, is short in length, and is read aloud at a slower reading rate. There are a total of 12 questions per passage.
- **Level 2:** The participant is exposed to 2 fiction and 4 nonfiction passages. Each passage is at the second grade comprehension level, is short in length, and is read aloud at a slower reading rate. There are a total of 12 questions per passage.
- **Level 3:** The participant is exposed to 2 fiction and 2 nonfiction passages. Each passage is at the first grade comprehension level, is longer in length, and is read aloud at a faster reading rate. There are a total of 12 questions per passage.
- **Level 4:** The participant is exposed to 1 fiction and 1 nonfiction passage. Each passage is at the second grade comprehension level, is longer in length, and is read aloud at a faster reading rate. There are a total of 12 questions per passage.
- **Level 5:** The participant is exposed to 1 fiction and 1 nonfiction passage. Each passage is at the third grade comprehension level, is longer in length, and is read aloud at a faster reading rate. There are a total of 12 questions per passage.
- **Level 6:** The participant is exposed to bar graphs, pie charts, tables, and line graphs. For each of these four types, 10 questions are presented.

How Participants Advance in Dog Bone

For levels 1 through 5, each passage is presented in two modes; a listening mode and a reading mode. First, the participant listens and reads along as a block of text is presented. A question is presented. The participant clicks an answer. If the answer is correct, the participant advances to the next text block for the current passage. If the block is the last text block for the current passage and the participant has met the criteria for listening mode, the participant is presented with the first text block of the same passage again, but this time the participant reads the passage independently and clicks Done Reading when finished. A different comprehension question is

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presented. After the participant meets the criteria for the passage, the exercise advances to the next passage.

Learning Trials: If the participant answers a question incorrectly, the text block is presented again, and then the question is repeated with that incorrect answer disabled. The participant is given the opportunity to answer the question 2 more times as a learning trial, but only the first attempt at answering the question is counted towards advancement.

In listening mode, the participant must correctly answer 5 out of 6 questions correctly in order to advance to reading mode. In reading mode, the participant must answer 5 out of 6 questions correctly in order to advance to the next passage. At the end of the level, any passages that were not passed are repeated, up to 2 more times. Repeated passages will always begin in listening mode.

In level 6, graphs, tables or charts are presented in reading mode only. A participant must answer 9 of 10 questions correctly to advance to the next type of graph, chart, or table.

Plateau-Based Transitions

If after 3 attempts, the participant has not met the criteria for passing all passages within a level, Dog Bone transitions the participant to the next level. At the end of the exercise, those passages which were not passed are repeated, using the same progression and rules of advancement as when they were originally presented. The participant will continue to work on these passages until mastery is achieved.

Reentering Dog Bone

If a participant exits or times out of a passage before it has been completed, upon reentering the exercise the participant returns to the beginning of the passage in the mode (listening or reading) from which they exited. In level 6, the participant reenters the exercise at the first question for the graph, table, or chart, from which they exited.

Points Awarded in Dog Bone

Dog Bone awards points to the participant based on the following conditions:

- **Correct answers:** The participant earns 8 points for each regular trial that is completed correctly. The participant earns 1 point for correctly answering a learning trial.
- **Bonus points:** After the participant completes 6 trials correctly, Dog Bone rewards the participant's performance with 16 bonus points.