

Chapter 10

Fast ForWord to Reading 5

This chapter describes each of the Fast ForWord to Reading 5 exercises and then outlines the administration process. For information on how to install, set up, or run the software, refer to the *How to Use Fast ForWord® Gateway Edition* manual.

The Exercises



The Fast ForWord to Reading 5 product consists of five exercises. These exercises focus on skills that correlate to national reading standards that should be acquired by students at the end of grade 5. The following sections in this chapter describe each exercise:

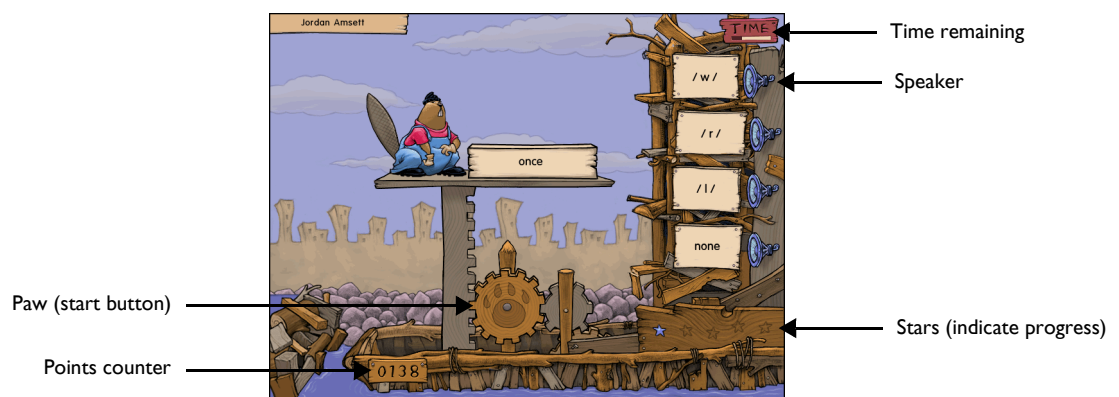
- Wood Works
- Gator Jam
- Toad Loader
- Lana's Lanes
- Quack Splash

Wood Works



Wood Works uses categorization to help build accuracy and fluency in spelling, decoding, and phonemic analysis.

The participant helps the wood worker build the dam by sorting the written or pronounced words into the appropriate phonemic or spelling-based categories.



Wood Works

The participant clicks the yellow paw on the barge to see a word displayed on a piece of wood. Each of the four category bins on the right display a phonetic symbol. One of these symbols represents a sound in the word. The participant must identify and then click the category bin with the correct phonetic symbol to sort the word into the proper phonemic category. The table below displays the phonetic symbols used in Wood Works.

Phonetic Symbol	Key Words
/ch/	cherry , picture
/j/	jam , fudge
/k/	cat , bake
/l/	lamp , doll
/n/	nut , funny
/ng/	monkey, king
/r/	road, wrong
/s/	snow, place
/sh/	shark , nation
/th/	thumb , path
/w/	water , once
/z/	zebra, cheese
/zh/	division, rouge
/a/	apple, cat
/ā/	day , greatest
/e/	egg, bed
/ē/	me, lucky
/i/	inch, pig
/ī/	ice , fly
/ō/	go, oak
/oi/	oil , toy
/ou/	outside , allow
/ə/	upon , zebra

When a group of phonemic categories is first seen, the exercise presents an aural description of each category. The participant can click the speaker next to each bin to hear a category description again; however, the participant receives fewer points for a correct answer, and that answer is not counted toward bonus points or advancement in the exercise.

Later, the exercise presents a new task. The participant must listen carefully as a word with a target spelling pattern is pronounced. Now, each of the category bins displays a spelling pattern. One of these spelling patterns is found in the target word. The participant must identify and click the category bin with the correct spelling pattern to sort the word. The word is briefly displayed to reinforce the spelling pattern, and then it is sorted into the proper category.

Throughout Wood Works, points are awarded for each correct answer, and bonus points are awarded after 10 correct answers.

Speed Round

When the paw is replaced by a timer, the speed round begins. The participant must work on the exercise as before, but faster; the participant only has a few seconds to sort each word. The participant should sort each word as quickly as possible, without making mistakes, to earn the most points. In the speed round, bonus points are not displayed until the speed round ends. The speed round ends when the timer runs out.

NOTE Wood Works tracks responses during the speed round, but the round does not affect a participant's progress in the exercise. Instead, the speed round provides a fun opportunity for the participant to review words and earn extra points.

Wood Works encourages the participant to continue working by displaying stars on the screen as the participant masters the content within the exercise. The participant will continue to work on the exercise until the skills in the exercise are mastered.

TIP The following keyboard shortcuts are available in Wood Works:

Button	Keyboard shortcut
Paw	Space bar
Category bins, top to bottom	Number keys 1 through 4

Gator Jam

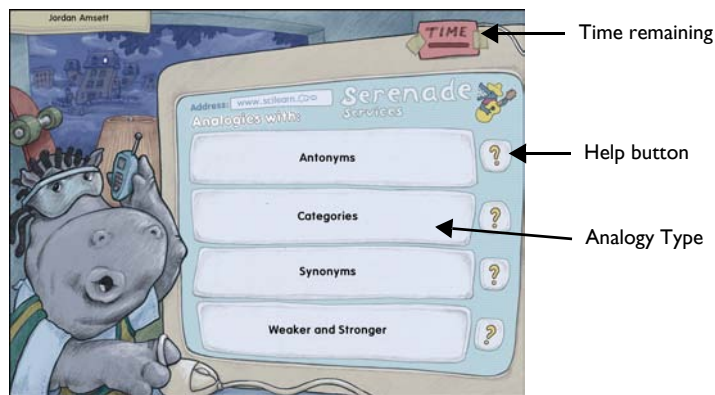


Gator Jam uses analogies to help build vocabulary, and to help improve critical thinking and abstract reasoning.

The participant helps the hippo serenade his sweetheart by completing, and then categorizing, the various types of analogies presented in the exercise. These two tasks alternate throughout Gator Jam, and are detailed in the following sections:

- Complete an Analogy
- Categorize an Analogy

Complete an Analogy



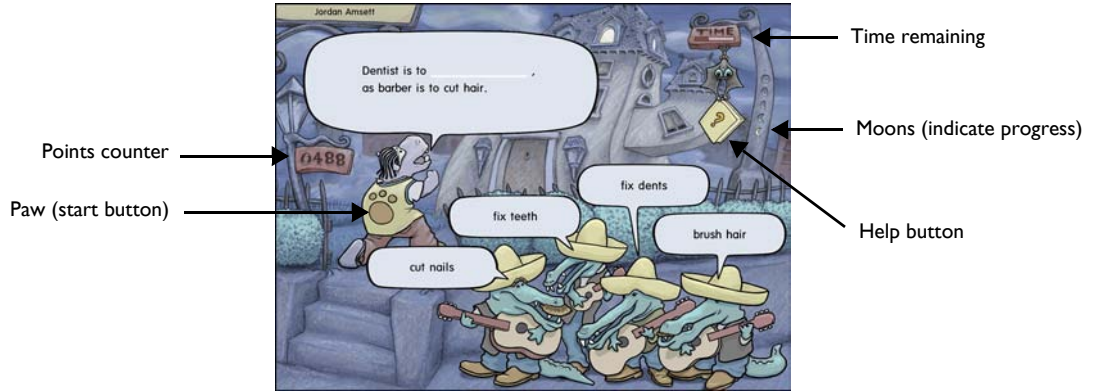
Gator Jam - Select an Analogy Type

Gator Jam begins inside the hippo's house, at his computer. The Serenade Service Web site displays a list of four analogy types on which the participant must work. The participant clicks an analogy type to start working on the exercise.

The computer automatically displays a definition of the analogy type the first time an analogy type is selected. When all analogy type definitions have been displayed, the definitions are no longer automatically presented.

However, a Help (?) button is available next to each analogy type on the computer screen. The participant can click a Help button to read the definition of an analogy type. This does not cost points and does not affect the participant's standing the exercise. When the participant has finished reading a definition, the participant clicks the Done Reading button (not shown).

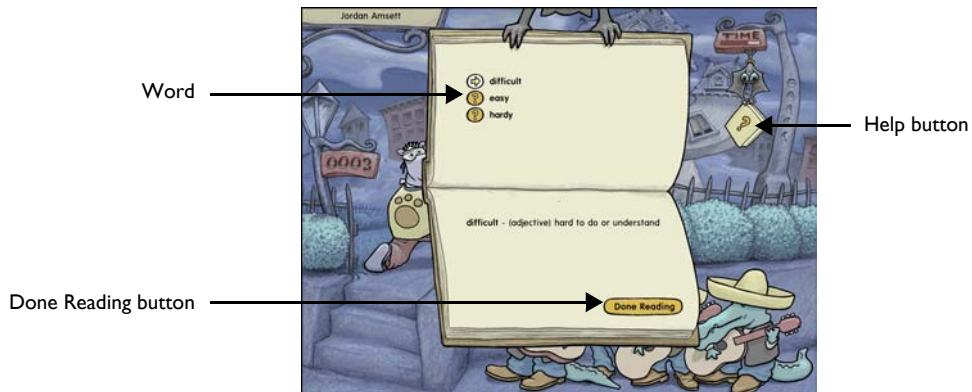
After an analogy type is selected, the exercise moves outside, where the spirited band plays music to help the hippo serenade his sweetheart in the house.



Gator Jam – Complete an Analogy

The participant clicks the yellow paw on the hippo's T-shirt to see an incomplete analogy presented on the screen. Four possible responses are displayed by the musicians in the band. One of the musicians displays the missing word or phrase that correctly completes the analogy. The participant must click the correct response to complete the analogy.

If the participant needs assistance identifying the correct response, the participant can click the Help button on the bat's book to see one or more words from the analogy or the responses.



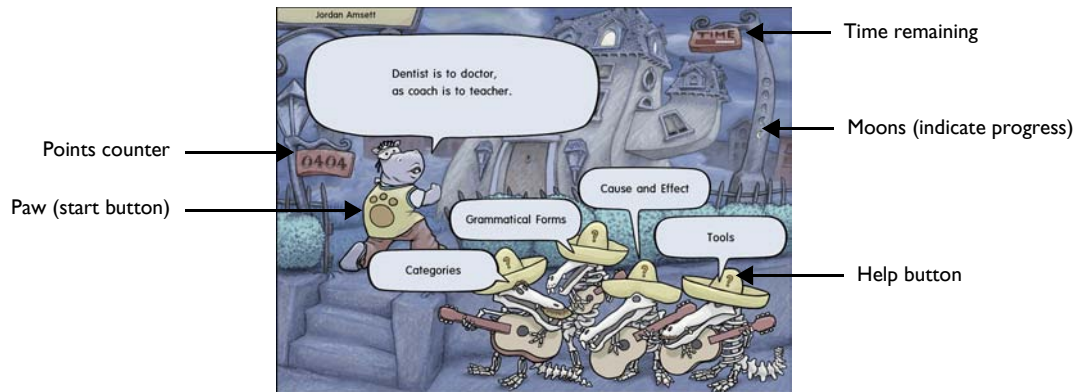
Gator Jam – Word Help

The participant can click the question mark next to each word to see a definition of that word. When the participant finishes reading the definitions, the participant clicks the Done Reading button.

NOTE If the Help button is used during a trial, fewer points are awarded for a correct answer. The trial will still be counted toward advancement in the exercise.

After the participant works on a few analogies, the exercise returns to the computer screen with the list of analogy types. The participant selects one of the remaining analogy types, and the exercise presents a few more analogies for the participant to complete. This continues until all of the analogy types listed on the computer screen have been presented.

Categorize an Analogy



Gator Jam - Categorize an Analogy

As the exercise progresses, Gator Jam displays one of the completed analogy statements from earlier in the exercise. Each of the four musicians display an analogy type. The participant must click the analogy type that correctly categorizes the analogical relationship in the statement above.

NOTE Gator Jam tracks responses during this task, but does not count the trials toward a participant's completion of the exercise. Instead, this task provides an opportunity for the participant to review analogies and earn extra points.

If the participant needs assistance identifying the correct analogy type, the participant can click the Help (?) button on the musician's hat to read a definition of that analogy type. When the participant finishes reading the definition, the participant clicks the Done Reading button.

NOTE If the Help button is used during a trial, fewer points are awarded for a correct answer.

Throughout Gator Jam, points are awarded for each correct answer, and bonus points are awarded after 12 correct answers.

Gator Jam encourages the participant to continue working on the exercise by displaying moons on the screen as the participant masters the content within the exercise. The participant will continue to work on the exercise until the skills in the exercise are mastered.

TIP The following keyboard shortcuts are available in Gator Jam:

Button	Keyboard shortcut
Paw	Space bar
Responses, top to bottom, left to right	Number keys 1 through 4

Toad Loader

Toad Loader helps develop accuracy and fluency in recognizing sentence structures and constructing sentences by manipulating grammatical forms and inflections.

The participant helps the toad load his packages by recognizing and constructing sentences that correctly describe pictures.



Toad Loader

The participant clicks the yellow paw on the crate to start working on the exercise. A picture appears behind the toad, depicting a scene. Four sentence fragments appear as packing labels on the right side of the screen. Based on grammar and semantics, one of these sentence fragments can be used to build a sentence that correctly describes the scene in the picture. Using these rules, the participant must click the sentence fragment that should come first in the sentence. The toad grabs and pastes that label onto the box he is packing.

The exercise then presents four more sentence fragments, one of which comes next in the sentence. The participant must continue to select the correct sentence fragments, in the correct order, until the sentence is built. To advance in the exercise, all sentence fragments must be selected correctly.

Throughout Toad Loader, points are awarded for each correct answer. Additional points are awarded for sentences that are completed without any incorrect answers. Bonus points are awarded after 4 sentences are completed.

Early in the exercise, Toad Loader displays the beginning of the sentence on the box the toad is packing. As the participant progresses, the exercise no longer provides this clue; the participant must construct the entire sentence without help.

Toad Loader encourages the participant to continue working on the exercise by displaying stamps on the screen as the participant masters the content within the exercise. The participant will continue to work on the exercise until the skills in the exercise are mastered.

TIP The following keyboard shortcuts are available in Toad Loader:

Button	Keyboard shortcut
Paw	Space bar
Responses, top to bottom	Number keys 1 through 4

Lana's Lanes helps develop reading comprehension strategies as participants work with fiction and nonfiction passages that include a wide range of literary structures and devices. After reading a passage, the participant learns to graphically or textually organize information from the passage using a range of different comprehension strategies. These strategies are reinforced as the participant answers comprehension questions about the organized information.



Lana's Lanes – Passage Comprehension

The participant clicks the yellow paw on the bowling ball to start working on the exercise. A page of text from a fiction or nonfiction passage is displayed on the screen. When the participant finishes reading the page, the participant clicks the Done Reading button (not shown). The exercise then presents a comprehension question about the page that was just read. For each question, four possible answers appear on the screen. The participant must click the box with the correct answer. If a trial is answered incorrectly, that page and trial will be presented again at the end of the passage.

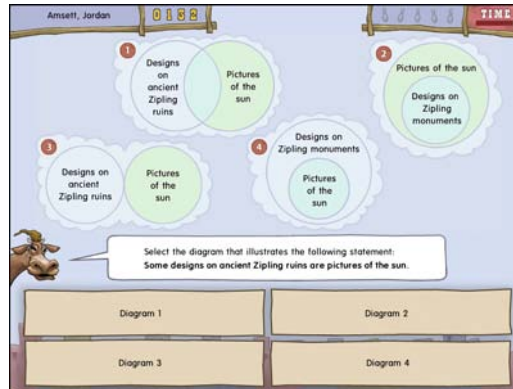
Early in the exercise, passages include only one page of text. As the participant progresses in the exercise, passages are longer, and include multiple pages. For passages with more than one page, icons at the bottom of the screen indicate the number of pages in the current passage. As a page is presented, the corresponding icon highlights, indicating the location in the passage.

After reading the passage and answering questions about the passage, the participant works on a comprehension strategy task using that passage. These strategy tasks are detailed in the following sections, which are presented in this order in the exercise.

- Choose a Diagram
- Fill in a Graphic Organizer
- Choose a Summary
- Build a Summary

Choose a Diagram

With this comprehension strategy task, Lana's Lanes introduces the idea that information can be presented in a format other than passage text. This level of the exercise helps the participant learn how to interpret graphically organized information.



Lana's Lanes – Choose a Diagram

The concept of the diagram is introduced as the exercise displays four circle diagrams (shown here). The exercise then presents a statement related to the passage. Four possible answers appear on the screen. The participant must select the diagram that correctly illustrates the statement by clicking the box with the correct answer. If a trial is answered incorrectly, that trial will be presented again, with the incorrect response grayed out. The participant has two more chances to answer this trial correctly.

When the participant demonstrates an understanding of this concept, Lana's Lanes displays a diagram on the screen and asks specific comprehension questions about the diagram. The participant must interpret the diagram and select the correct answers to the questions. Only these comprehension questions count toward advancement in the exercise.

Fill in a Graphic Organizer

In this comprehension strategy task, the participant works on building graphic organizers. The exercise organizes key information from the passage into a graphic organizer. However, each graphic organizer is incomplete. The participant must fill in the graphic organizer by selecting the correct missing information, as prompted by the exercise. If a trial is answered incorrectly, that passage and trial will be presented again, with the incorrect response grayed out. The participant has two more chances to answer this trial correctly.

After the participant fills in the graphic organizer, the exercise displays the completed graphic organizer on the screen and asks specific comprehension questions about it. The participant must interpret the graphic organizer and select the correct answers to the questions. Only these comprehension questions count toward advancement in the exercise.

The participant works on the following graphic organizers in Lana's Lanes, in this order:

- Diagrams
- Tables
- Concept Webs
- Flowcharts and Timelines

Fill in a Diagram

Amsett, Jordan 0000 TIME

Zooks

1

Select the missing text for 1 to illustrate an idea from the story.

Ziplings Zipling pets

Shade-loving animals Solar panels

Lana's Lanes - Fill in a Diagram

Fill in a Table

Amsett, Jordan 0000 TIME

Term	Definition
1	Oven used to slowly cool glass from 900°F to room temperature, so it doesn't crack
Batch	Raw ingredients to be melted into glass
Blowpipe	Pipe used to blow bubble in glass
2	Person in charge of glassblowing team
Gathering	3
Marver	4
Molten	The state of glass when it liquefies at 2200°F

Select the missing text for 1.

Tempering furnace Annealing oven

Baking oven Finishing furnace

Lana's Lanes - Fill in a Table

Fill in a Concept Web

Amsett, Jordan 0000 TIME

1

Slicing under water

Contains sulfur

Good for you

Symbolized eternal life

Wild onions found in Central Asia

Expensive

Sweet onions

Onion

Select the missing text for 1.

Eliminates sharp taste Prevents juice from burning your skin

Gives mildly sweet taste Prevents sulfur from making you cry

Lana's Lanes - Fill in a Concept Web

Fill in a Flowchart

Amsett, Jordan

0 0 0 1

TIME

Get cream, milk, sugar, vanilla, salt, & ice

Optional: Get chocolate chips for flavor

Put everything but salt & ice in small container

Place small container inside large container

Seal & tape large container

Shake really well for 30 minutes

Open large container & take out small one

Enjoy!

Select the missing text for 3.

Find small & large containers

Put salt in large container & seal it

Get recipe

Get large container

Lana's Lanes – Fill in a Flowchart

Fill in a Timeline

Amsett, Jordan

0 0 0 1

TIME

Natali Sightings?

Seen by: Esteban Miguel

Location/direction: At the market

Wearing: Red ribbon

Time: 2:55 3:00 3:12 3:15

Select the missing text for 1.

At the library

At the market

On the lawn

Science class

Lana's Lanes – Fill in a Timeline

Choose a Summary

The screenshot shows a digital interface for a reading comprehension task. At the top left, the name 'Amsett, Jordan' is displayed next to a progress indicator of four circles, with the first one filled. At the top right, there is a 'TIME' indicator with a clock icon and a red bar. On the left side, there is a cartoon illustration of a bull's head. The main area contains a speech bubble with the instruction: 'Select the best summary of the passage.' Below this are four rectangular boxes, each containing a different summary of a passage about a giant snowball blocking a school entrance. The summaries are: 1) 'In the morning, the children come to school and find a giant snowball on the front steps. It is so large it hid the front door from view. In fact, it is so large that it blocks the front door from being opened. No one can get inside. The principal tells them he may already know one of the boys who built it.' 2) 'Someone has built a large snowball right on the front steps of the school. The janitor is mad because now he won't have time to clear the paths. The principal says he will punish the children who were involved. Everyone stands around looking at each other and wondering who did it.' 3) 'There is a giant snowball blocking the school's front entrance. The janitor is trying to cut it down, but it's frozen fast. At morning assembly, the school principal says the guilty students should confess, or else he will punish them severely. He hints that he already knows one boy who was involved.' 4) 'A large snowball is blocking the front entrance to the school. The janitor explains that whoever built it poured hot water over it so it is frozen solid. Now it will take a long time for the janitor to cut it away so that the front doors can be used. This makes everyone late for the morning assembly.'

Lana's Lanes – Choose a Summary

In this comprehension strategy task, the concept of the summary is introduced as the exercise displays four possible summaries of the passage, shown here. The participant must select the response that best summarizes that passage. If a trial is answered incorrectly, that passage and trial will be presented again, with the incorrect response grayed out. The participant has two more chances to answer this trial correctly.

The exercise then displays the summary on the screen and then asks specific comprehension questions about it. The participant must interpret the summary and select the correct answers to the questions. Only these comprehension questions count toward advancement in the exercise.

Build a Summary

The screenshot shows a digital interface for a reading comprehension task. At the top left, the name 'Amsett, Jordan' is displayed next to a progress indicator of four circles, with the first one filled. At the top right, there is a 'TIME' indicator with a clock icon and a red bar. On the left side, there is a cartoon illustration of a bull's head. The main area contains a speech bubble with the instruction: 'Select the best sentence to finish the summary.' Below this is a paragraph of text: 'Marta is standing close to her sister Cecilia, and smiling at her. They hold a paper bag between them that squirms and makes noises. Marta tries to convince Cecilia to give her the bag and its contents. She reminds Cecilia about her birthday, then she appeals to her sister's sense of fairness, and then she just begs.' Below the text are four rectangular boxes, each containing a different sentence to complete the summary. The sentences are: 1) 'Finally, Marta and Cecilia both just pull on the bag to see who gets it.' 2) 'After they argue for a while, Cecilia agrees to share the creature in the bag.' 3) 'Finally, Marta begs Cecilia for the bag, but Cecilia takes it anyway.' 4) 'After they argue for a while, Cecilia lets Marta have the bag.'

Lana's Lanes – Build a Summary

In this comprehension strategy task, the participant must build a summary of the passage by selecting each sentence of the summary, in the correct order. Four boxes with sentences appear on the screen, one of which comes first in the summary. The participant must click the box with the correct sentence. The exercise then moves that sentence to the top of the screen. Next, the participant must select the sentence that comes second in the summary, and that sentence is moved to the top of the screen, below the first sentence. The participant continues to build the summary in this manner, until the summary is complete. If a trial is answered incorrectly, that passage and trial will be presented again, with the incorrect response grayed out. The participant has two more chances to answer this trial correctly.

When the summary is complete, the exercise displays it on the screen and then asks specific comprehension questions about it. The participant must interpret the summary and select the correct answers to the questions. Only these comprehension questions count toward advancement in the exercise.

Throughout Lana’s Lanes, points are awarded for each correct answer, and bonus points are awarded after 8 correct answers.

Lana’s Lanes encourages the participant to continue working on the exercise by displaying bowling pins on the screen as the participant masters the content within the exercise. The participant will continue to work on the exercise until the skills in the exercise are mastered.

TIP The following keyboard shortcuts are available in Lana’s Lanes:

Button	Keyboard shortcut
Paw	Space bar
Done Reading	Space bar
Responses, left to right, top to bottom	Number keys 1 through 4

Quack Splash



Quack Splash helps develop skills in constructing and organizing fiction and nonfiction passages, and in understanding and using figurative language.

The participant helps the diving duck build paragraphs by identifying missing words, phrases, and sentences, and by sequencing sentences into paragraphs. The participant then sequences the paragraphs into a passage. After a passage is constructed, the participant answers comprehension questions about that passage.

Quack Splash includes five stories and essays, which increase in complexity and length.

- Snake Escape
- The Anasazi
- Mystery of the Missing Pine Cones
- Foods that Bite Back
- How Language Changes

Each story/essay includes four passages, or chapters. Each chapter includes the following tasks, detailed below:

- **Paragraph completion** – Select the correct text to complete paragraphs.
- **Sentence ordering** – Select sentences in the correct order to build paragraphs.
- **Paragraph ordering** – Select paragraphs in the correct order to build the pages of a chapter.
- **Passage comprehension** – Answer comprehension questions about the chapter.

Paragraph Completion



Quack Splash – Paragraph Completion

The participant clicks the yellow paw on the beach ball to start working on the exercise. Quack Splash presents either a paragraph completion task or sentence ordering task.

For the paragraph completion task, Quack Splash displays a paragraph on the screen (shown here). However, some of the text in the paragraph is missing. The participant must select the word, phrase, or sentence that best completes the paragraph.

Sentence Ordering



Quack Splash – Sentence Ordering

For the sentence ordering task, the exercise displays sentences from a paragraph in a scrambled order. The participant must select the sentence that comes first in the paragraph. The exercise then moves that sentence to the top of the screen. Next, the participant must select the sentence that comes second in the paragraph, and that sentence fills in after the first sentence. The participant continues to build the paragraph in this manner, until all of the sentences in the paragraph are properly ordered. When ordering sentences, each paragraph is considered one trial. All sentences must be ordered correctly, without any mistakes, for the trial to be counted as correct.

Paragraph Ordering

Jordan Amsett 0:06:2 TIME

Select the paragraph that should come first on this page.

1

- About five minutes later there was one final noise, which neither of the sleeping twins heard: the sound of the screen door of their cabin creaking open and slamming shut.
- Right behind the main building was the cabin where the twins' aunt and uncle lived. It was bigger than the twins' cabin, and had a kitchen where the twins and their aunt and uncle spent most of their indoor time together. At the kitchen table aunt, uncle, niece, and nephew ate their meals, played games, and planned the next day's adventures. On this first night, though, Tamara and Martin were too tired to do any planning. So, after dinner and homemade pie, they said good night and went back to their cabin.
- After she had been asleep for what seemed like hours, Tamara awoke suddenly. She heard her brother in the bathroom, banging and rattling around. Some of us are trying to sleep, she thought drowsily before dozing off again. At exactly the same moment, Martin awoke with a start and heard his sister in the bathroom, thrashing and crashing.
- What on earth is she doing in there, he wondered, before falling back asleep.
- After reacquainting themselves with the cabin, the twins ran back to the main building to join their aunt and uncle. The main building was like a combination motel lobby and mini-mart, with a counter near the door for ringing up purchases and checking in guests. The shelves in the store area were stocked with necessities like bread, coffee, soup, and insect repellent. A small refrigerator-freezer case in the back held milk, juice, soda, ice, and ice cream.
- The twins' cabin had four small but comfortable rooms, decorated with old Western style furniture. In the living room they saw the familiar lumpy sofa, the two chairs, the table made from an old wagon wheel, and the usual stack of ancient magazines. Past the living room was a hallway with a bedroom on either side, each with a bed, a nightstand, and a dresser. At the end of the hall was a bathroom with a shower that squeaked when Tamara tried turning on the water.

Quack Splash - Paragraph Ordering

When all of the paragraphs in a page have been ordered or completed correctly, the exercise displays the paragraphs in a scrambled order. The participant must select the paragraph that comes first in the page. The exercise then moves that paragraph to the top of the screen. Next, the participant must select the paragraph that comes second in the page, and that paragraph is moved to the top of the screen, below the first paragraph. The participant continues to build the page in this manner, until all of the paragraphs on the page are properly ordered. When ordering paragraphs, each page is counted as one trial. All paragraphs on a page must be ordered correctly without any mistakes for that trial to be counted as correct.

Passage Comprehension

Jordan Amsett 0:10:7 TIME

Why do Tamara and Martin both think they hear each other in the bathroom at the same time?

- One of them left the water running in the sink, and that's the noise they both hear.
- They are both dreaming that the other one is in the bathroom.
- They each think the other one is in the bathroom, but it's actually someone else.
- They are both in the bathroom at the same time, but it's too dark for them to see each other.

Quack Splash - Passage Comprehension

When all of the paragraphs in a chapter have been ordered correctly, each page in the chapter is displayed on the screen for the participant to review. After the participant finishes reading each page, the participant clicks the Done Reading button. When the participant finishes reading the entire chapter, Quack Splash then asks questions about the chapter. For each question, four possible responses are displayed. The participant must select the correct answer to each question.

Throughout Quack Splash, points are awarded for each correct answer. Additional points are awarded when all of the sentences in a paragraph or all of the paragraphs on a page are ordered without any incorrect answers. Bonus points are awarded after 5 correct trials.

Quack Splash encourages the participant to continue working on the exercise by displaying stars on the screen as the participant masters the content within the exercise. The participant will continue to work on the exercise until the skills in the exercise are mastered.

TIP The following keyboard shortcuts are available in Quack Splash:

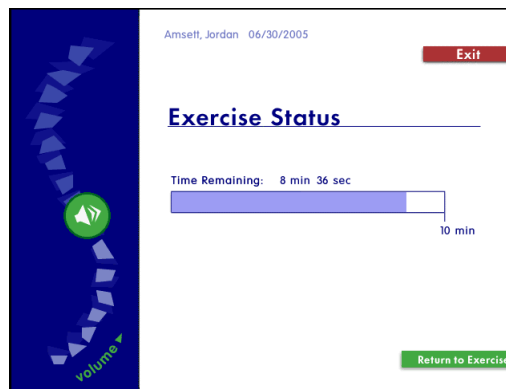
Button	Keyboard shortcut
Paw	Space bar
Done Reading	Space bar
Responses, top to bottom, left to right	Corresponding numbers on the keyboard

Administering the Exercises

Use the following information to help administer the Fast ForWord to Reading 5 session. For details on how to start the exercises, please refer to Chapter 3, “Using the Fast ForWord Products” in *How to Use Fast ForWord® Gateway Edition*.

Checking the Exercise Status

While participants are working on an exercise, use the Exercise Status screen to adjust the volume, view the time remaining, or quit the current exercise early.



Exercise Status

To access the Exercise Status screen while a participant is working on an exercise:

- **Windows** – Press and hold **Ctrl**, then press =
- **Macintosh** – Press and hold **Command** (apple key), then press =

Please note that the Exercise Status screen cannot be accessed during a reward animation or during a trial.

When the Exercise Status screen is open:

- To adjust the volume, click and drag the sound button on the left of the screen.
- To return to the exercise, click **Return to Exercise**.
- To quit the exercise, click **Exit**.

NOTE Each exercise maintains the volume setting for that participant across days, and does not need to be set again.



The exercise clock does not pause while the Exercise Status screen is displayed. If the participant needs to take a break, do not take the break when the Exercise Status screen is displayed. Instead, take the break after the exercise ends.

Completing an Exercise

At the end of each exercise, the participant is congratulated on a successful exercise and the points earned during that exercise are displayed. The product then presents the Select an Exercise screen.

To continue working, the participant selects another exercise. To take a short break, the participant should remain at the Select an Exercise screen; when the participant is ready to work again, the participant clicks the next exercise.

Completed exercises for that session appear “grayed out” on the Select an Exercise screen (grayed out exercises cannot be opened). However, if the participant has worked on an exercise but has not spent the total number of minutes required in the exercise, that exercise will also appear grayed out in that session.

To revisit an incomplete exercise, the participant must return to the Exercises screen in Fast ForWord Gateway Edition and reenter the product. The following example illustrates this process:

- A participant works on Wood Works for 5 minutes in the morning and uses the Exercise Status screen to exit the exercise before the required 10 minutes is complete. That exercise will appear grayed out on the Select an Exercise screen. However, when that participant returns that afternoon and opens the product to the Select an Exercise screen, Wood Works will be available and only require 5 more minutes of work to complete the exercise for that day.

The participant should continue working on all unfinished exercises until all of the exercises are completed for that day.

Completing the Session

After the participant meets the protocol for that day, the Success Viewer appears.

NOTE A participant can return to an exercise after completing the session. Working on an exercise at this point will not affect the next day’s protocol.

The Success Viewer

At the end of the day’s session, Fast ForWord to Reading 5 calculates the results for that participant and the Success Viewer is displayed. This provides the participant with an immediate review of his or her performance, as a reward and a motivation to continue working on the exercises.

For a more detailed performance review, to review performance for groups of participants, or to review performance at a later date, use the Fast ForWord Gateway Edition Results screen. Please refer to Chapter 5, “Reviewing Results” in *How to Use Fast ForWord® Gateway Edition* for more information about this feature.

TIP For the most detailed performance review, including extensive historical reports, Scientific Learning provides Fast ForWord Progress Tracker. For more information on what this product offers, see Chapter 6, “Introducing Fast ForWord Progress Tracker” in *How to Use Fast ForWord® Gateway Edition*.

The Success Viewer Screens

The Success Viewer opens with the Points screen as the selected tab. The points for the last participation day (the current day if the participant has just finished working) as well as the total accumulated points are displayed.

NOTE The number of points earned in an exercise does not always reflect the participant’s progress in that exercise; points are used only as a reward for correct answers, and to encourage the participant to continue working on the products.

The Points screen also displays the icons awarded by each exercise as participants master the exercise content. For example, Wood Works awards stars. The icons encourage participants to continue working on the exercises. When an exercise is completely mastered, all of its icons are filled in.

Click a tab to view performance in an exercise or return to the Points screen

	Last Day	Total
Wood Works	104	1322
Gator Jam	99	1440
Toad Loader	160	1184
Lana's Lanes	109	1409
Quack Splash	89	1203
Last Day's Total	561	Grand Total 6558

Success Viewer Points

To see an overview of participant progress in each exercise, click the exercise icon to the left of the exercise name.

The exercises give an overview of a participant’s progress by displaying the content levels a participant has completed with a check mark and the content levels that are currently being worked on with a half-filled box. (An example of Wood Works is shown.)

Current content in an exercise

Completed content in an exercise

Level	Sort by Phoneme, Easy	Sort by Spelling, Easy	Sort by Phoneme, Hard	Sort by Spelling, Hard
Level 6	✓	✓	✓	✓
Level 5	✓	✓	✓	✓
Level 4	✓	✓	✓	✓
Level 3	✓	✓	✓	✓
Level 2	✓	✓	✓	✓
Level 1	✓	✓	✓	✓

Legend: current completed

Success Viewer – Wood Works

To exit the Success Viewer, click **Exit**.

The Default Protocol

By default, Fast ForWord to Reading 5 is configured to present five exercises, for a total of 50 minutes each day. Each day's participation time can be divided into multiple sessions.

Using this protocol, Scientific Learning recommends that the participant work on Fast ForWord to Reading 5 five days a week, for an estimated 8 to 12 weeks.

Keep in mind that a consistent daily routine that allows for intense repetition will maximize the benefits of the exercises. The participant may take breaks between exercises, but not while an exercise is open.



Alternate protocols are available to meet different participant requirements. Please refer to "Selecting an Alternate Protocol" on page 44 in *How to Use Fast ForWord® Gateway Edition* for more information. For details on all available protocols, refer to the *Fast ForWord Best Practices Implementation Workbook*, available online at www.scientificlearning.com/gateway/bestpractices.
