

Bookshop Phonics & Fast ForWord

Implementation Guide

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Purpose of This Guide

Pairing the *Fast ForWord*® and *Bookshop Phonics* programs allows teachers to simultaneously provide the explicit and systematic instruction that students need to build foundational reading skills while using adaptive exercises that strengthen the cognitive capacities underlying those reading skills. This implementation guide provides an overview of why and how teachers can pair these programs to provide successful and individualized reading instruction to students.



Program Description

Fast ForWord is a reading solution that supports students in developing reading and cognitive skills through one-on-one adaptive software exercises. The program is based on more than 30 years of research on how the brain learns and on how this connects to the development and application of language and reading skills. *Fast ForWord* increases the cognitive skills of memory, attention, processing, and sequencing, which underlie not only the reading skills that students develop during the reading instruction portion of their school day, but the learning that they do across that school day.

In addition to strengthening reading, language, vocabulary, and comprehension skills, *Fast ForWord* increases the following cognitive skills:

1 Memory

The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years.

2 Attention

The ability to focus on specific information, to sustain that focus, and to ignore distractions while carrying out a task.

3 Processing

The ability to rapidly interpret and integrate auditory and/or visual information (e.g., interpreting a complex burst of acoustic information to identify a phoneme or integrating a set of lines and curves to recognize a letter).

4 Sequencing

The ability to track the order of things such as the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline.

Four key components of the *Fast ForWord* program work together to develop the cognitive capacities that underlie literacy learning:

1 **Frequency and Intensity:** Neuroscience research demonstrates that completing a set of learning tasks in a frequent, intense timeframe accelerates learning.

2 **Adaptivity:** Exercises adapt to individual skill levels and responses, keeping students continuously challenged but not frustrated.

3 **Simultaneous Development:** Exercises develop major cognitive and reading skills simultaneously to produce lasting improvements in learning.

4 **Timely Motivation:** Tiered rewards are designed to maximize motivation from start to finish

What Is *Fast ForWord*?

Fast ForWord Program Components

Designed by neuroscientists and aligned with the science of reading, the *Fast ForWord* product builds foundational reading skills - including phonemic awareness, phonics, vocabulary, grammar, fluency, and comprehension - alongside cognitive skills such as memory, attention, processing, and sequencing.

At the elementary level, the product includes the following components:

- Reading Readiness
- Foundations I
- Foundations II
- Reading Level 1
- Reading Level 2
- Reading Level 3
- Reading Comprehension

These components progress from a focus on building the foundational components of reading (phonological awareness, phonemic awareness, and phonics) to applying those skills to reading fluency, vocabulary, grammar, and comprehension. Each component contains a variety of adaptive exercises that target and train specific reading and cognitive skills. See the [Fast ForWord Scope and Sequence](#) for detailed information on the skill focus for each of these exercises.

Adaptive and Responsive Exercises

Within the *Fast ForWord* software, students can first complete Reading Progress Indicator assessments to be automatically placed in the component that is right for them. Each exercise in the *Fast ForWord* component adapts to students' performance, providing precise and efficient training optimized for students' individual needs. (This adaptivity means that students may be working on different exercises at different times.) In this way, the exercises do not require any additional planning. Instead, they adapt to each student and give teachers ongoing data that informs students' phonics work.

Real-Time Corrective Feedback

Students receive real-time corrective feedback as they work in *Fast ForWord* exercises. Students can also see their individual progress and where they need more practice.

Reporting and Progress Monitoring

Fast ForWord reports allow teachers to see each student's progression through the exercises, as well as overall reading gains for individual students and for whole classes or groups. These reports help teachers to know which students need targeted support and which skills their students need to develop the most.

***Fast ForWord* Exercise Data**

Fast ForWord student data is collected based on attendance, participation, completion, and accuracy. The data can assist a teacher in identifying skill areas of strength and in targeting skill areas for improvement.

Teachers may use this data to:

- Inform instructional decisions for whole group, small group, or individual students
- Identify specific areas of need or skill deficits for struggling readers
- Determine additional differentiated or individual instructional needs
- Identify skill areas where the majority of students are struggling within a class or group
- Identify potential targeted skill areas for IEP development
- Increase or decrease the amount of time students use the product or receive additional instruction

Fast ForWord program data is viewable in the **Reports** section of mySciLEARN. For general information about the ways in which *Fast ForWord* collects and displays data, visit [Fast ForWord Reports and Data](#). For more information about navigating teacher reports and the specific data provided in each report, view the [Teacher Reports](#) page in mySciEARN.

Notes on Using *Fast ForWord*

Because *Fast ForWord* product usage is based on individual student needs, it can be used across multiple settings, including the general education classroom, a resource room, or a self-contained special education classroom. Students independently work within *Fast ForWord* exercises on computers or tablets, and with headphones or headsets.

It is recommended that most students use the program for at least 150 minutes a week. Review the [Fast ForWord Product Use Guidelines](#) for detailed guidance on how to schedule *Fast ForWord* usage for specific groups of students.

What Is *Bookshop Phonics*?

Program Description

Bookshop Phonics is a curriculum designed to offer explicit, sequential, and comprehensive phonics instruction for students in Grades K, 1, and 2, as well as for students beyond Grade 2 who need targeted reading instruction. It provides explicit instruction to support students in developing the foundational reading skills of phonological awareness, phonemic awareness, letter recognition, phonics, word recognition, and fluency.

Bookshop Phonics is designed to allow classroom teachers to coordinate phonics instruction with a core reading program, as well as with other literacy resources such as *Fast ForWord*. The scope and sequence moves through a logical instructional sequence, and skills are explicitly taught and practiced through a set of routines that provide multisensory and responsive interaction between teacher and students. As students progress, the sequence of the routines progresses, providing either scaffolding or challenges as needed.

The linear flow of the scope and sequence integrates foundational reading skills, routines, and objectives, and provides systematic instruction across individual lesson plans. Each lesson is broken into two 10-minute small group sessions and one 10-minute session for the whole group. Whole group sessions include time for students to work with partners through peer tutoring, and ongoing assessment guides teachers to group students effectively so that individual learning needs are consistently met.

Bookshop Phonics Components

In the *Bookshop Phonics* program, skills are explicitly taught and practiced through a set of instructional routines for each grade level. The routines are designed to promote quality instruction in foundational skills by integrating research-based instruction with teaching essential reading skills in English. Each routine includes suggested language for teachers to use to ensure clear modeling.

The program includes detailed daily lesson plans that each use a variety of these routines. Please refer to these lesson plans for information on the content that is taught each day, as well as the student and teacher resources to use with that content.

Bookshop Phonics includes the following components:

- **Teacher's Guide:** This comprehensive guide includes explanatory front matter, detailed lesson plans, skills block focus sheets, progress monitoring charts, blackline masters for both students and at-home independent activities, references and resources, plus pages containing all teaching routines for easy reference.
- **Teacher's Chart:** This chart includes a full-color poster that is used for phonological awareness activities. The teacher's chart also includes more than 70 pages of letters, words, sentences, and stories for teaching letter-sound correspondence and decoding skills and strategies. Teachers use the charts to present new skills and guide student practice. The chart also provides cumulative review in a systematic manner, giving students ample opportunity to practice and refine their skills.
- **Student Partner Practice Books:** These books provide meaningful peer and individual practice for both learning and reinforcing skills. These books include peer worksheets and perforated letter, word, and picture cards to help teach and reinforce skills. Each student is provided

What Is *Bookshop Phonics*?

with a complete set of manipulatives arranged in order of lesson presentation for systematic removal from the book. The manipulatives then become the property of each student for continued practice.

- **Routine Cards:** Each Routine Card focuses on a different skill essential to becoming a successful reader. The routines use clear, explicit instructional language that remains consistent throughout the program. The routines also use a supportive format, beginning with the teacher modeling, followed by student practice.
- **Additional cards** to support students in developing the hierarchy of phonological awareness skills as well as decoding skills, including:
 - Picture Cards** which provide context for practice with the sounds of the English language;
 - Letter Cards** used for practice in identifying letter names, letter sounds, and word writing;
 - Key Word Cards** used to introduce new letter sounds to students;
 - Look and Say Word Cards** used to practice letter-sound patterns that are difficult or impossible to sound out using common pronunciations of sounds;
 - Sound and Say Word Cards** used to practice words with patterns of decodable letters and sounds; and
 - Independent Activity Cards** which list independent activities that support the objectives for each set of lessons. These activities are designed to continue students' practice and understanding of phonics in an independent setting, which solves the classroom management dilemma created when teachers work with small groups.

Skills Assessments

Effective implementation of *Bookshop Phonics* lessons requires ongoing assessment in order to make data-based instructional decisions. When using the *Bookshop Phonics* lessons, teachers should periodically observe individual students during small group instruction and conduct additional assessment several times a year using the Bookshop Assessment Battery.

Bookshop Phonics facilitates this assessment with the following components:

- **Bookshop Assessment Battery** for screening, progress monitoring, and outcome assessment;
- **Skills Block Focus Sheets** for each set of five lessons, listing objectives and providing overviews of routines, and collecting daily ongoing assessment information;
- **Progress Monitoring: Linking Assessment and Instruction forms** enable teachers to review objectives and key skills taught over prior lessons that students should have mastered, and plan for the next set of lessons with struggling students in mind; and
- **Optional Supplemental Assessments** for additional progress monitoring.

What Is *Bookshop Phonics*?

Notes on Using *Bookshop Phonics*

The *Bookshop Phonics* program has a modular structure that can be integrated into most classroom schedules. The lesson plan for each day is 30 minutes in length, and features two optional 10-minute Small Group sessions and a 10-minute Whole Group/Partner Practice session. During each lesson, teachers explicitly teach new skills and then provide opportunities for teacher-guided and peer practice to master those skills. For students requiring more intensive instruction and support, skills are previewed in small groups prior to introduction to the whole class. Advanced students work with more challenging material during small group time. Teacher-guided small group instruction is typically provided to two groups for about 10 minutes each. Other students work independently during this time.

Bookshop Phonics provides teachers with specific recommendations for both student assessment and selection of appropriate assignments and instructional approaches for all learners. Those recommendations are:

1 Intensive Intervention

This instruction provides students with the most assistance and support as they practice essential skills. Intensive Intervention is provided in small groups four or five times during each five-lesson unit.

2 Strategic Instruction

This instruction provides assistance in developing essential skills but with less intensity than Intensive Intervention. Strategic Instruction is provided in small groups three or four times during each five-lesson unit.

3 Benchmark Instruction

This instruction does not typically include a preview of the skills introduced in the whole group. Students in this group are either fluent with these skills or will learn them during whole group time. Teachers are encouraged to select routines and activities that are appropriately challenging for these students; modifications to these routines and activities that provide for higher level challenge are provided. Benchmark Instruction is provided in small groups two times during each five-lesson unit.

Why Should I Use *Bookshop Phonics* and *Fast ForWord* Together?

There is broad consensus that effective literacy instruction is explicit, systematic, and diagnostic.^{1-2, 4-8, 10-12} Explicit instruction requires that “important skills and concepts are taught clearly and directly by the teacher; students are not expected to infer them simply from exposure or incidental learning.”¹ Systematic instruction involves skills and concepts that are “taught in a logical order, with important prerequisite skills taught first.”¹³ An explicit and systematic instructional approach is especially supportive for students with dyslexia because it addresses their core weaknesses in phonological skills, decoding, and spelling.⁹ *Bookshop Phonics* is a research-based curriculum that teachers can use to explicitly and systematically teach the essential components of reading to their students. To review the research base underlying the structure and content of *Bookshop Phonics* please see [Phonics References.pdf](#).

To fully support students’ reading and language development, we also need to attend to the “cognitive processes operating within the decoding and linguistic comprehension components” of reading instruction.³ Cognitive skills such as working memory, auditory processing and sequencing, and attention allow children to develop strategies and systems that support not only their reading skill development, but their learning across the school day. These cognitive skills can be developed intentionally through the *Fast ForWord* program. More than 300 research studies demonstrate the effectiveness of the *Fast ForWord* software in improving reading and language skills for students across diverse populations and settings. To review these studies, please visit <https://www.scilearn.com/research>.

When used alongside the explicit instruction from the *Bookshop Phonics* program, the *Fast ForWord* product:

- Supports struggling readers with engaging, adaptive, and responsive exercises
- Individualizes the instructional experience for each student
- Provides real-time corrective feedback
- Provides the teacher with real-time reporting and progress monitoring information
- Intuitively intervenes to support struggling readers, Tier 2 & 3 students, SPED, and ELL students
- Helps teachers identify skills to target with specific instruction
- Increases the cognitive skills that enhance learning during reading instruction and throughout the school day
- Increases acquisition of foundational reading skills including phonemic awareness, phonological awareness, phonics, and fluency

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

Implementation Approaches

Bookshop Phonics and *Fast ForWord* can be paired successfully within a variety of implementation approaches. In each of these approaches, teachers should use *Bookshop Phonics* skill assessments and *Fast ForWord* data reports to guide their decisions about grouping students and planning future instruction.

Differentiated Small Group Instruction Using *Bookshop Phonics* and *Fast ForWord* Auto Assign

Teachers can use *Bookshop Phonics* instructional routines and lessons to respond to the student learning needs that are identified in *Fast ForWord* data reports. This approach assumes that the teacher is using the *Fast ForWord* Auto Assign feature to automatically place and move students through *Fast ForWord* components.

In this approach, students receiving Tier 2 or 3 instruction work independently in *Fast ForWord* exercises. The teacher then delivers *Bookshop Phonics* instruction to targeted groups of those students. In order to make decisions about student grouping and the instruction to use for each group, the teacher can review the *Fast ForWord* data reports to identify exercises that are flagged for intervention or adjustment. The teacher can then refer to the charts below to select the *Bookshop Phonics* routines and lesson plans that explicitly teach and practice the foundational reading skills addressed in those flagged *Fast ForWord* exercises. The teacher may also review the types of errors that students are making within flagged exercises to make targeted decisions about the *Bookshop Phonics* content to use.

Note: Since the Bookshop Phonics Program does not explicitly teach oral language, vocabulary, or comprehension skills, the charts below do not include instructional routines and lessons that address those skills.

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Foundations I	<p>Hoop Nut Select a target syllable from a sequence of two syllables, differentiating each consonant sound when it is used in combination with a vowel sound.</p>	<p>Clap the Words Clap once for each word in a sentence comprised of 4-7 single-syllable words.</p>	Lessons 1-5: Introduce and Practice
	<p>Moon Ranch Detect when a new syllable interrupts a repeated syllable.</p>	<p>Clap the Parts Say multisyllabic words, clapping once for each syllable</p>	Lessons 6-10: Introduce and Practice
	<p>Whalien Match Match pairs of syllables and words.</p>	<p>Picture Rhyme Match Identify 2 words that rhyme from a set of 3 words</p>	Lessons 11-15: Introduce Lessons 16-25: Practice
Foundations I	<p>Robo-Dog Listen to a target word and view 2-4 pictures, then click the picture that best represents the target word. Words have similar sounding consonants - in initial or final positions - that are emphasized and contrasted.</p>	<p>What's the First Sound? Identify the first sound in a word</p>	Lessons 11-15: Introduce Lessons 16-25: Practice Lessons 26-30: Check for Mastery
		<p>What Word? (A) Orally blend onset and rime into a word (e.g. s-at)</p>	Lessons 11-15: Introduce Lessons 16-25: Practice Lessons 26-30: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Foundations II	<p>Paint Match Match words that differ by a single consonant, consonant cluster, or vowel into pairs using the fewest attempts.</p>	<p>What Word? (B) Orally blend 2-4 phonemes (no beginning blends) into a word (e.g. s/a/t)</p>	<p>Lessons 31-55: Practice Lessons 56-60: Check for Mastery</p>
	<p>Tomb Trek Identify a target word when presented within a sequence of two words that differ by initial consonant or final consonant.</p>	<p>What Word? (B) Orally blend 2-4 phonemes into a word, including words with beginning blends (e.g. f/r/o/g)</p>	<p>Lessons 61-90: Practice Lessons 91-95: Check for Mastery</p>
	<p>Polar Planet Identify a target word when presented within a series of words that differ by initial consonant or final consonant.</p>	<p>What Word? (B) Orally blend 3-5 phonemes into a word, including words with beginning blends (e.g. s/t/a/m/p)</p>	<p>Lessons 96-140: Practice</p>
Reading Readiness	<p>Packing Pig Goes to Work and Packing Pig Has Lunch Recognize and name all upper and lower case letters of the alphabet.</p>	<p>New Letter Name Say the name of the uppercase and lowercase featured letter</p>	<p>Lessons 1-70: Introduce and Practice (See Bookshop Phonics scope and sequence for information on when each letter is taught)</p>
		<p>Say the Names Fluently say the names of printed letters in random order</p>	<p>Lessons 1-75: Introduce and Practice (See Bookshop Phonics scope and sequence for information on when each letter is taught) Lessons 76-80: Check for Mastery</p>

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Readiness	<p>Packing Pig Goes to Work and Packing Pig Has Lunch</p> <p>Recognize and name all upper and lower case letters of the alphabet.</p>	<p>Alphabet Song Game</p> <p>Serially name the alphabet, pointing to each letter as it is named</p>	<p>Lessons 1–5: Introduce</p> <p>Lessons 6–30: Practice</p> <p>Lessons 31–35: Check for Mastery</p>
Reading Readiness	<p>Coaster</p> <p>Discriminate between consonant sounds, and choose the letter associated with the first sound of the word that you hear.</p>	<p>New Sound</p> <p>Say the most common sound for featured letters or letter patterns</p>	<p>Lessons 31–160: Introduce and Practice (See Bookshop Phonics scope and sequence for information on when each letter is taught)</p>
		<p>New Vowel Sound</p> <p>Say the short vowel sound for the letters a, e, i, o, and u</p>	<p>Lessons 31–35: Introduce and practice the letter “a”</p> <p>Lessons 56–60: Introduce and practice the letter “i”</p> <p>Lessons 71–75: Introduce and practice the letter “o”</p> <p>Lessons 81–85: Introduce and practice the letter “e”</p> <p>Lessons 86–90: Introduce and practice the letter “u”</p>
		<p>Say the Sounds</p> <p>Fluently say the sounds for taught letters and letter patterns</p>	<p>Lessons 31–150: (See Bookshop Phonics scope and sequence for information on when each letter is taught)</p>

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Readiness	Houndini Isolate and distinguish initial, medial, and final sounds in words that you hear and read. Sound out and read words.	Label the Picture Write one or more letters that correctly correspond to one or more phonemes in a given word	Lessons 66-80: Introduce and Practice Lessons 81-85: Check for Mastery
		Label the Picture Write words with 3-4 phonemes, representing each phoneme with a letter (or letters), applying taught letter sounds	Lessons 86-115: Introduce and Practice Lessons 116-120: Check for Mastery
		Label the Picture Write words with 3-5 phonemes, representing each phoneme with a letter (or letters), applying taught letter sounds	Lessons 121-155: Introduce and Practice Lessons 156-160: Check for Mastery
Reading Level 1	Bear Bags Categorize one-syllable words by initial, final, and medial sounds. Distinguish long- and short-vowel sounds in orally stated single-syllable words.	Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC patterns and beginning with continuous sounds (e.g. am, mat)	Lessons 31-35: Practice Lessons 36-40: Check for Mastery
		Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CVCC patterns and beginning continuous sounds (e.g. fast)	Lessons 41-45: Practice Lessons 46-50: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 1	Bear Bags Categorize one-syllable words by initial, final, and medial sounds. Distinguish long- and short-vowel sounds in orally stated single-syllable words.	Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CVC patterns (e.g. cat)	Lessons 51–75: Practice Lessons 76–80: Check for Mastery
		Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including all CVCC patterns (e.g. test)	Lessons 81–90: Practice Lessons 91–95: Check for Mastery
		Sound and Say Words Pronounce words made up of taught long vowel patterns	Lessons 126–155: Practice Lessons 156–160: Check for Mastery
Reading Level 1	Flying Fish Identify common, irregular sight words and match spoken and written forms of most frequently used words. The 200 highest frequency English words are covered in this exercise.	New Look and Say Words Pronounce featured sight words	Lessons 31–150: Practice (See Bookshop Phonics scope and sequence for information on which high-frequency words are taught)
		Look and Say Words Fluently pronounce taught sight words	Lessons 31–155 : Practice Lessons 156–160: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE K			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 1	<p>Bedtime Beasties</p> <p>Complete sentences with missing words, letters, or punctuation.</p>	<p>Build a Sentence</p> <p>Put words together to make a phrase or sentence using word cards with taught patterns and syllable types</p>	Lessons 46-160: Practice
Reading Level 1	<p>Buzz Fly</p> <p>Listen to a passage and answer comprehension questions relating to the passage. Answer choices are presented as pictures.</p>	<p>Read the Sentences/ Read the Story</p> <p>Read Sentences with taught sight words and word patterns; apply flexible strategy to determine pronunciation of unknown words</p>	Lessons 31-155: Practice Lessons 156-160: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Foundations II	<p>Paint Match Match words that differ by a single consonant, consonant cluster, or vowel into pairs using the fewest attempts.</p> <p>Tomb Trek Identify a target word when presented within a sequence of two words that differ by initial consonant or final consonant.</p> <p>Polar Planet Identify a target word when presented within a series of words that differ by initial consonant or final consonant.</p>	<p>What Word? Orally blend 2-4 phonemes into a word (e.g. s/a/t)</p> <p>What Word? Orally blend 3-5 phonemes into a word (e.g. s/a/t)</p>	<p>Lessons 1-5: Introduce Lessons 6-25: Practice Lessons 26-30: Check for Mastery</p> <p>Lessons 31-50: Practice Lessons 51-55: Check for Mastery</p>
	<p>Packing Pig Goes to Work and Packing Pig Has Lunch Recognize and name all upper and lower case letters of the alphabet.</p>	<p>Say the Names Fluently say the names of printed letters in random order</p>	<p>Lessons 1-30: Practice (See Bookshop Phonics lessons for information on when each letter is practiced)</p>
Reading Readiness	<p>Coaster Discriminate between consonant sounds, and choose the letter associated with the first sound of the word that you hear.</p>	<p>New Sound Say the most common sound for featured letters or letter patterns</p>	<p>Lessons 1-130: Introduce and Practice (See Bookshop Phonics scope and sequence for information on when each letter/letter pattern is introduced and practiced)</p>

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GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Readiness	Houndini Sound out and read words. Isolate and distinguish initial, medial, and final sounds in words that you read.	Think and Write Write words with up to 5 phonemes, representing each phoneme with at least one letter	Lessons 31-35: Introduce Lessons 36-50: Practice Lessons 51-55: Check for Mastery
		Think and Write Write words or sentences in which each phoneme is represented by a grapheme that makes that sound, applying all taught graphemes	Lessons 56-155: Practice Lessons 156-160: Check for Mastery
Reading Level 1	Bedtime Beasties Complete sentences with missing words, letters, or punctuation.	Write the Ending Write sentences or phrases that relate to a "story starter" and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	Lessons 96-155: Practice Lessons 156-160: Check for Mastery
Reading Level 1	Bear Bags Categorize one-syllable words by initial, final, and medial sounds. Distinguish long- and short-vowel sounds in orally stated single-syllable words.	Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns and beginning with continuous sounds (e.g. am, mat, mast)	Lessons 1-5: Introduce Lessons 6-15: Practice Lessons 16-20: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 1	Bear Bags Categorize one-syllable words by initial, final, and medial sounds. Distinguish long- and short-vowel sounds in orally stated single-syllable words.	Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns (e.g. cat, best)	Lessons 21–25: Practice Lessons 26–30: Check for Mastery
		New Look and Say Words and Common Words Pronounce featured sight words	Lessons 1–160: Practice (See Bookshop Phonics scope and sequence for information on which high-frequency words are taught)
Reading Level 1	Flying Fish Identify common, irregular sight words and match spoken and written forms of most frequently used words. The 200 highest frequency English words are covered in this exercise.	Look and Say Words and Common Words Fluently pronounce taught sight words	Lessons 1–155: Practice
		Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CCVC patterns (e.g. stop), and single-syllable open-syllable words (e.g. no, go)	Lessons 31–35: Practice Lessons 36–45: Check for Mastery
Reading Level 2	Bear Bags: More Lunch Categorize one-syllable words by complex initial, final, and medial sounds, including consonant blends. Read highly decodable one- and two-syllable words with paired presentation of print and speech.	Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CCVCC patterns (e.g. stamp)	Lessons 46–50: Practice Lessons 51–55: Check for Mastery
		Sound and Say Words Pronounce short vowel words in which each letter represents its most common sound, including CCVCC patterns (e.g. stamp)	Lessons 31–35: Practice Lessons 36–45: Check for Mastery

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GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 2	Bear Bags: More Lunch Categorize one-syllable words by complex initial, final, and medial sounds, including consonant blends. Read highly decodable one- and two-syllable words with paired presentation of print and speech.	Read the Groups/Words Pronounce words formed by combining words made up of taught patterns and -s	Lessons 21-25: Introduce and Practice Lessons 26-30: Check for Mastery
		Read the Groups/Words Pronounce words formed by combining words made up of taught patterns with -s, -ed, and -ing (excluding CVCe words)	Lessons 31-35: Introduce and Practice Lessons 36-40: Check for Mastery
		Read the Groups/Words Pronounce words formed by combining CVCe words with -s, -ed, and -ing	Lessons 61-65: Introduce and Practice Lessons 66-70: Check for Mastery
		Read the Groups/Words Pronounce words formed by combining words made up of taught patterns, including CVCe words with with -s, -ed, and -ing	Lessons 71-75: Introduce and Practice Lessons 76-80: Check for Mastery
		Read the Groups/Words Pronounce multisyllable words made up of the following patterns and syllable types: CVC-CVC (e.g. rabbit)	Lessons 41-45: Introduce and Practice Lessons 46-50: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 2	<p>Bear Bags: More Lunch Categorize one-syllable words by complex initial, final, and medial sounds, including consonant blends. Read highly decodable one- and two-syllable words with paired presentation of print and speech.</p>	<p>Read the Parts Read the open-syllable pattern in single and multisyllabic words made up of the following patterns: CV (e.g. be), CV-CVC (e.g. begin)</p>	Lessons 56–60: Practice
		<p>Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-VC (e.g. cabin); CVC-CVC (e.g. bitten)</p>	Lessons 96–100: Practice
		<p>Read the Parts Pronounce multisyllabic words made up of the following pattern and syllable type: consonant y (e.g. baby)</p>	Lessons 116–120: Practice
		<p>Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: CV-CVC; CVC-VC</p>	Lessons 131–135: Introduce and Practice Lessons 136–140: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 1			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 2	<p>Leaping Lizards</p> <p>Build vocabulary and sentence comprehension skills by selecting the correct response to complete a sentence. Sentences may be missing a word, punctuation mark, or letter.</p>	<p>Build Sentences</p> <p>Put words together to make phrases or sentences using word cards with taught patterns and syllable types</p>	Lessons 11-90: Practice
Reading Level 2	<p>Ant Antics</p> <p>Choose from phrases or sentences of increasing syntactic complexity to best describe the picture shown.</p>	<p>Read the Sentences</p> <p>Read sentences with taught sight words and word patterns</p>	Lessons 6-30: Practice
Reading Level 2	<p>Dog Bone</p> <p>Read and/or listen to a passage and answer comprehension questions relating to the passage.</p>	<p>Read the Story</p> <p>Read a story, applying flexible strategy to determine pronunciation of unknown words</p>	Lessons 31-155: Practice Lessons 156-160: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 2+			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Foundations II	<p>Paint Match Match words that differ by a single consonant, consonant cluster, or vowel into pairs using the fewest attempts.</p> <p>Tomb Trek Identify a target word when presented within a sequence of two words that differ by initial consonant or final consonant.</p> <p>Polar Planet Identify a target word when presented within a series of words that differ by initial consonant or final consonant.</p>	<p>What Word? Orally blend 2-5 phonemes into a word (teacher: /s/a/t/; student: sat)</p>	<p>Lesson 1: Introduce Lessons 2-19: Practice Lesson 20: Check for Mastery</p>
Reading Readiness	<p>Coaster Discriminate between consonant sounds, and choose the letter associated with the first sound of the word that you hear.</p>	<p>New Sound Say the most common sound for featured letters or letter patterns</p>	<p>Lessons 1-68 (See Bookshop Phonics lessons for information on when each letter/letter pattern is practiced)</p>
Reading Readiness	<p>Houndini Sound out and read words. Isolate and distinguish initial, medial, and final sounds in words that you read.</p>	<p>Think, Talk, and Write Write sentences or phrases that relate to a story and include words where each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes</p>	<p>Lessons 25, 35, 45, 65, 75: Practice Lesson 40, 50, 55, 60, 70, 80: Check for Mastery</p>

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 2+			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 1	Bear Bags Categorize one-syllable words by initial, final, and medial sounds. Distinguish long- and short-vowel sounds in orally stated single-syllable words.	Write, Sound, and Say Pronounce short vowel words in which each letter represents its most common sound, including VC/CVC/CVCC patterns (ex: sat, sand)	Lessons 1-9: Introduce Lesson 10: Check for Mastery Lessons 11-15: Practice Lesson 16: Check for Mastery
		Write, Sound, and Say Pronounce short vowel words in which each letter represents its most common sound, including CCVC pattern	Lessons 16-29; 31-39: Practice Lessons 30, 40: Check for Mastery
		Sound and Say Words Pronounce words made up of letter patterns and short vowel words in which each letter represents its most common sound, including CCVCC pattern (ex: stamp)	Lesson 41: Introduce Lessons 42-49, 51-69, 71-79: Practice Lessons 50, 70, 80: Check for Mastery
Reading Level 2	Fish Frenzy Match the spoken and written forms of words that appear with high frequency in English print. The second 200 highest frequency English words are covered in this exercise.	New Look and Say Words Pronounce featured and review sight words	Lessons 1-2; 6-7; 11-12; 41-42; 56-57; 51-52; 56-57; 61-62; 66-67; 71-72; 76-77 (See Bookshop Phonics scope and sequence for information on which high-frequency words are taught)
		Look and Say Words Fluently pronounce taught sight words	Lessons 1-79: Practice Lesson 80: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 2+			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 2	Bear Bags: More Lunch Categorize one-syllable words by complex initial, final, and medial sounds, including consonant blends. Read highly decodable one- and two-syllable words with paired presentation of print and speech.	Read the Groups/Words Pronounce words formed by combining words made up of taught patterns with -s, -ed, and/or -ing (excluding CVCe words)	Lesson 11: Introduce Lessons 12-14: Practice Lesson 15: Check for Mastery
		Read the Groups/Words Pronounce words formed by combining CVCe words with -s, -ed, and -ing	Lesson 26: Introduce Lessons 27-29: Practice Lesson 30: Check for Mastery
		Read the Groups/Words Pronounce words formed by combining words made up of taught patterns, including CVCe words, with -s, -es, -ed, and -ing	Lesson 31: Introduce Lessons 32-34: Practice Lesson 35: Check for Mastery
		Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: cvc-cvc (rabbit)	Lesson 16: Introduce Lessons 17-19: Practice Lesson 20: Check for Mastery
		Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: cv-cvc (ex: begin)	Lesson 36: Introduce Lessons 37-39: Practice Lesson 40: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 2+			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 2	Bear Bags: More Lunch Categorize one-syllable words by complex initial, final, and medial sounds, including consonant blends. Read highly decodable one- and two-syllable words with paired presentation of print and speech.	Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: CVC-VC (cabin) and CVC-CVC	Lesson 46: Introduce Lessons 47-49: Practice Lesson 50: Check for Mastery
		Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: ending in consonant Y (as in baby, candy)	Lesson 56: Introduce Lessons 57-59: Practice Lesson 60: Check for Mastery
		Read the Parts Pronounce multisyllabic words made up of the following patterns and syllable types: ending in consonant Y (as in baby, candy)	Lesson 66: Introduce Lessons 67-69: Practice Lesson 70: Check for Mastery
		Read the Parts Pronounce multisyllabic words made up of taught spelling patterns and any of the taught syllable types	Lesson 76: Introduce Lessons 77-79: Practice Lesson 80: Check for Mastery
Reading Level 3	Scrap Cat Build automatic word recognition and understanding of conceptual relationships among words.	Read Carefully Pronounce words made up of taught spelling patterns and syllable types	Lessons 1-80 Lessons 10, 20, 30, 40, 50, 60, 70, 80: Check for Mastery

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

GRADE 2+			
FFW Component	FFW Exercise(s) Flagged for Intervention or Adjustment	Bookshop Phonics Routine that Teaches Related Skills:	Bookshop Phonics Lessons to Teach Content with the Routine:
Reading Level 3	Twisted Pictures Choose from sentences of increasing syntactic complexity to best describe the picture shown.	Read Sentences Read sentences made up of taught sight words and word patterns	Lessons 1–20: Practice Lessons 10, 20: Check for Mastery
Reading Level 3	Book Monkeys Read a passage and answer comprehension questions relating to the passage.	Read the Story Read a story, applying a flexible strategy to determine the pronunciation of unknown words	Lessons 11–80: Practice Lessons 20, 30, 40, 50, 60, 70, 80: Check for Mastery

Station Rotations

In this approach, one group of students works in *Fast ForWord* while the teacher delivers *Bookshop Phonics* instruction to another group. Then the groups switch. This model can be particularly efficient when there is a large group of students who need *Bookshop Phonics* Strategic Instruction.

Teachers may also choose to present *Fast ForWord* content in small group or individual instruction to reinforce the skills addressed within the program.

Identifying Students for *Fast ForWord* Through the Use of *Bookshop Phonics*

Teachers may use *Bookshop Phonics* as their primary source of systematic phonics instruction for all students. The *Bookshop Phonics* program provides teachers with recommendations for student assessment, and with specific assignments and instructional approaches for learners who can benefit from Strategic Instruction or Intensive Intervention. Teachers may determine that these students can also benefit from doing independent work in *Fast ForWord* as a form of Tier 2 or 3 instruction.

How Can I Use *Bookshop Phonics* and *Fast ForWord* Together?

Additional Resources

To access digital resources and additional support for using Bookshop Phonics and Fast ForWord programs with your students, please visit [mySciLEARN Resources](#).

To review the research base underlying the structure and content of Bookshop Phonics, please visit https://resources.emcschool.com/mw/pdfs/Phonics_References.pdf.

To review foundational research and outcome studies demonstrating the effectiveness of the Fast ForWord software in improving reading and language skills, please visit <https://www.scilearn.com/research>.

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