FAST FORWORD®
BY CARNEGIE LEARNING

READING LEVEL 1
Teacher Manual

READING LEVEL 1
Teacher Manual

Contents

Bear Bags 3
- Goals/Objectives 4
- Exercise Overview 5
- Facilitate & Encourage 8

Bedtime Beasties 17
- Goals/Objectives 18
- Exercise Overview 19
- Facilitate & Encourage 22

Buzz Fly 28
- Goals/Objectives 29
- Exercise Overview 30
- Facilitate & Encourage 34

Flying Fish 41
- Goals/Objectives 42
- Exercise Overview 43
- Facilitate & Encourage 47

Magic Rabbit 53
- Goals/Objectives 54
- Exercise Overview 55
- Facilitate & Encourage 58

Quail Mail 67
- Goals/Objectives 68
- Exercise Overview 69
- Facilitate & Encourage 72

Copyright © Carnegie Learning, Inc. All rights reserved. • carnegielearning.com

FAST FORWORD®
BY CARNEGIE LEARNING

BEAR BAGS
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build phonological awareness and phonics/decoding skills by sorting words based on initial, medial, and final sounds.
Language/ Reading Skills	Students will... • discriminate between sounds and correctly identify sounds and sound sequences (listening accuracy) • recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological/phonemic awareness) • relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (phonics/decoding) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
Cognitive Skills	Students will… • hold words in working memory while comparing their initial, middle, or final sounds (memory) • focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory information to identify words (processing)
Social-Emotional/ Executive Function Skills	Students will... • increase selective attention to detail • increase confidence in the ability to parse words into component phonemes (phonemic awareness) • enhance motivation for auditory processing tasks • increase self-regulation

Icon Key Audio | Download | English Learner | Quick Check | Settings | Video

Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right to show time spent in the exercise.

3 Number of Streaks (Honey bears)
A honey bear is added after the student makes nine 3-in-a-row streaks in the session. Up to 16 honey bears can be earned.

4 Current Streak (Honey)
Lumps of honey in the tube show the current consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

5 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

6 Go Button
Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

7 Content
Shows a picture or word that the student must sort.

8 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 1 point for each correct answer.
- Bonus points: 10 points after 11 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

9 Answer Buttons (Lunch Bags)
Presents possible answers. The student must choose the lunch bag that shows the correct answer.

10 Help (Speaker)
Presents the category description again.

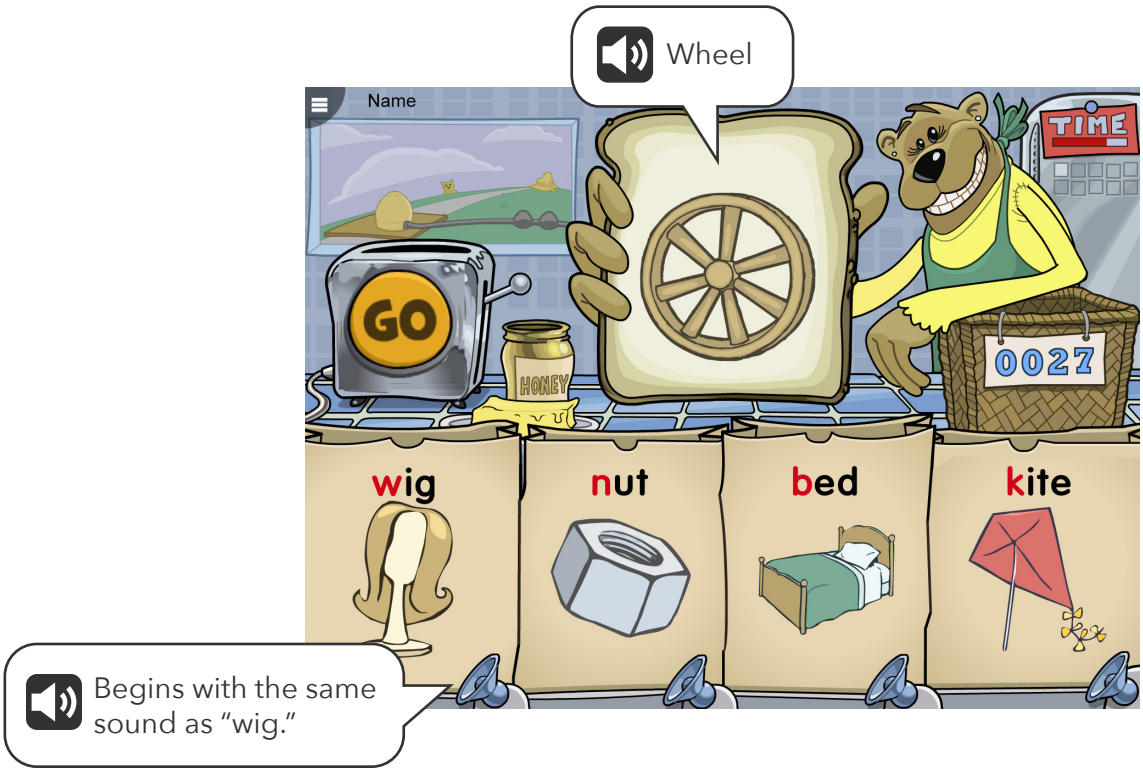
Exercise Overview

Task

In this exercise, the student sorts groups of words into sound-based categories that are represented by lunch bags. First, Bear Bags presents a set of lunch bags and introduces the sorting rules. For example, the rule for one bag might be: begins with the same sound as tub. Next, the exercise presents a series of words to be sorted into the bags. The student must click the correct lunch bag to sort the word into the proper category. Early on, students sort by the first sound in the words; later they sort by the last sound or middle sound.

The exercise presents each group of words in a few different ways:

- Pictures, Spoken Words: the student hears a word and sees a picture of the word.
- Spoken & Written Words: the student hears a word and sees the written word.
- Number of categories: the student sorts words into 2 categories, then into 4 categories.



Speed (Fluency) Round

Periodically, Bear Bags presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student performs the same tasks as before, but faster; they only have a few seconds to sort each word. The round automatically ends after one minute and returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Bear Bags increases the attention and memory demands of the task.

Did you know?

Over two decades of research shows that phonemic awareness is an essential foundational skill for learning to read. Through phonemic awareness activities, students learn to identify and develop an understanding of speech sounds, which directly impacts their spelling and writing. Phonemic awareness difficulties represent the most common cause of word-level reading difficulties. As a result, phonemic awareness helps all types of children improve their reading. Research has shown phonemic awareness instruction benefits normally developing readers, children at risk for future reading problems, disabled readers, preschoolers, children in Kindergarten through 6th grades across various social-emotional skill levels, and children learning to read in English (as well as other languages).

Content

Progression

In Bear Bags, students progress through increasingly more difficult content. For each type of content, supportive scaffolds (such as representing the words with pictures) are progressively removed, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

	Presentation	Simple Categories & Words
Initial Consonants, Easy Alternatives	Pictures, Spoken Words	t: tub, tug, tag, top m: mop, moon, man, mug
	Spoken & Written Words	
Final Consonants, Easy Alternatives	Pictures, Spoken Words	g: pig, fig, dog, bag m: ram, jam, ham, him
	Spoken & Written Words	
Short Vowels	Pictures, Spoken Words	a: hat, ram, van, bat e: bed, jet, pen, red
	Spoken & Written Words	
Initial Consonants, Difficult Alternatives	Pictures, Spoken Words	b: bed, bus, but, bat p: pig, pit, pin, pen
	Spoken & Written Words	
Final Consonants, Difficult Alternatives	Pictures, Spoken Words	d: bed, red, head, bead b: tub, cab, bib, rib
	Spoken & Written Words	
Long Vowels	Pictures, Spoken Words	a: cake, lake, cave, bake e: feet, seed, jeep, deer
	Spoken & Written Words	

Facilitate and Encourage

Introduce

Engage

Before beginning this exercise, provide the students with word cards for tub, moon, and dog. The students will use these word cards as responses during this activity.

1. To introduce this exercise to your students, start by saying: Did you ever notice that some words are made up of more than one sound? One word can be divided into a beginning, middle, and ending sound. We are going to review some words together. Listen to the beginning sound in the word *mop*. Repeat the word in isolation. Say: Mop. Hold the word up that has the same beginning sound as *mop*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word moon on it. Say: Moon. *Moon* has the same beginning sound as *mop*.
2. Next, repeat this process for ending sounds. Provide the students with the word cards for *fig*, *man*, and *top*. Say: Listen to the ending sound in the word *dog*. Repeat the word in isolation. Say: Dog. Hold the word up that has the same beginning sound as *dog*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word *fig* on it: Say: Fig. *Fig* has the same ending sound as *dog*.
3. Then, provide the students with the word cards for *hat*, *jet*, and *ram*. Say: Listen to the middle sound in the word *hat*. Repeat the word in isolation. Say: Hat. Hold the word up that has the same middle sound as *hat*. Review all of the student response cards. After reviewing the student responses, hold up the card with the word *ram* on it. Say: Ram. *Ram* has the same middle sound as *hat*.
4. Conclude the exercise by providing positive feedback. Say: Fantastic effort, everyone! In the Bear Bag exercise, you will practice noticing the sounds that make up one word.

Facilitate and Encourage

Demo

1. Say: Today, we're going to practice sorting words by their beginning, middle, or final sounds. Together, we'll work on an exercise called Bear Bags. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Bear Bags.
3. Follow along with the demo, which explains how the exercise works.
4. Demo the keyboard shortcuts:
   - Go button = Space bar
   - Possible answers (left to right) = Number keys 1 - 4

Notes

Speed (Fluency) Round Demo - Say: When the go button turns into a timer, the speed round begins. Work on the exercise as before, but faster. You can earn points by getting as many correct answers as possible in the time allowed.

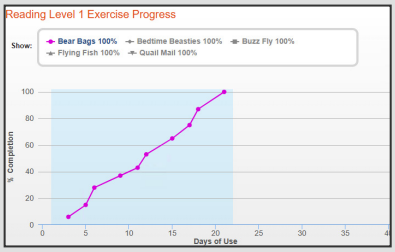
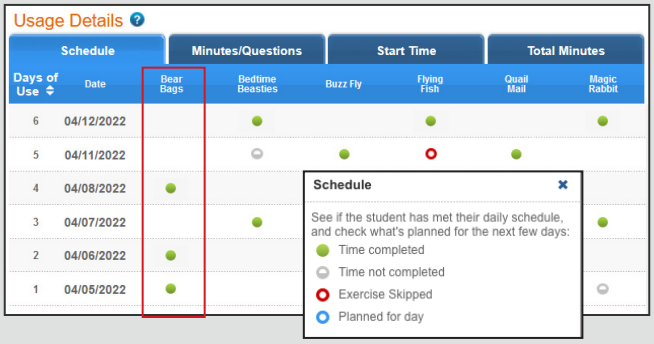
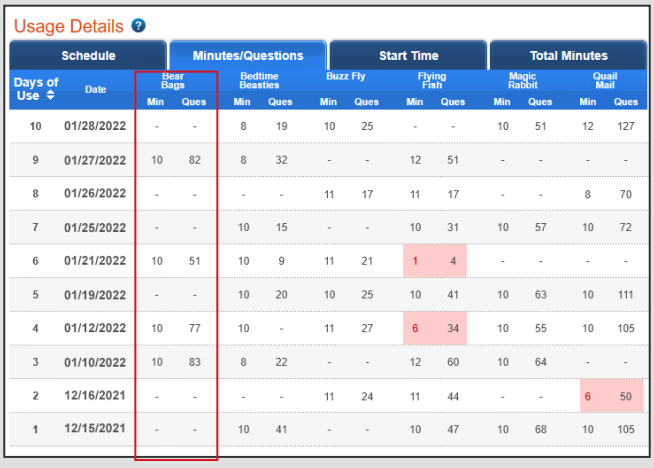
Content Demo - Say: After you get good at doing the first sound in the words, you'll begin to focus on the last sound in the words. Later, you'll move to match the middle sound in the words. You are good listeners, so I know you can do it!

Direct students to log in and work individually on the Bear Bags Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Bear Bags includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Monitor Student Progress

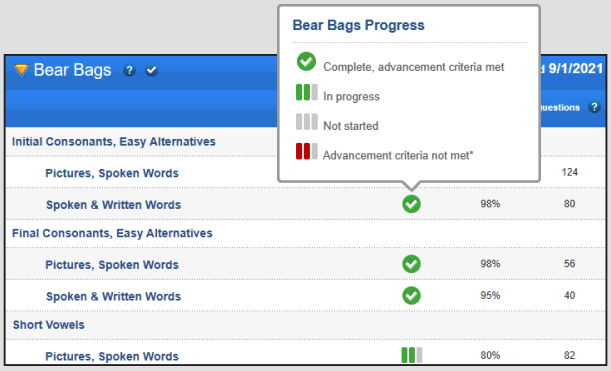
Review Bear Bags reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Bear Bags The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Bear Bags Progress



Percent Correct

Each sound-based category includes 40-80 words to sort, presented in groups of 20. After a warm-up activity where students sort 8 words without mistakes, students sort the 20 words in two ways: first as a picture, then as a written word. To make progress, the student must get the following percent correct scores for each task:

- Pictures, Spoken Words: 93% (includes warm-up)
- Spoken & Written Words: 90%

Questions

The typical number of questions varies by group and task. Note that the first task in each group of words includes the warm-up questions, thus is always slightly larger:

Initial Consonants, Easy Alternatives
- Pictures, Spoken Words: 116 - 140
- Spoken & Written Words: 80 - 100

Final Consonants, Easy Alternatives
- Pictures, Spoken Words: 56 - 100
- Spoken & Written Words: 40 - 60

Short Vowels
- Pictures, Spoken Words: 56 - 120
- Spoken & Written Words: 40

Initial Consonants, Difficult Alternatives
- Pictures, Spoken Words: 112 - 152
- Spoken & Written Words: 80 - 100

Final Consonants, Difficult Alternatives
- Pictures, Spoken Words: 56 - 104
- Spoken & Written Words: 40 - 60

Long Vowels
- Pictures, Spoken Words: 56 - 136
- Spoken & Written Words: 40

If content must be repeated, the student may only be required to repeat a subset of the questions.

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task after 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 90%?

The student may be struggling with recognizing the sounds in words. Check the Errors section of this report to determine where the student needs additional support.

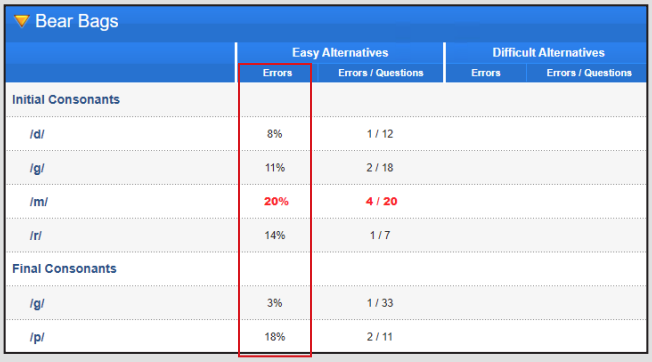
Has the student answered too many questions without passing?

Students typically complete a task within 3 attempts. If the student has answered more than the typical number of questions, or has red bars under Progress, they may need help. Check the Errors section of this report to determine where the student needs additional support.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Facilitate and Encourage

Where to look...	What to look for... what it means
PROGRESS: Errors - Bear Bags	**Are specific consonants highlighted in red?** Consider providing the student with instruction on the consonants with which they are struggling the most.



Bear Bags

	Easy Alternatives		Difficult Alternatives	
	Errors	Errors / Questions	Errors	Errors / Questions
Initial Consonants				
/d/	8%	1 / 12		
/g/	11%	2 / 18		
/m/	20%	4 / 20		
/r/	14%	1 / 7		
Final Consonants				
/g/	3%	1 / 33		
/p/	18%	2 / 11		

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Bear Bags reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Bear Bags.

Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

Is the student on task and engaged with the activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

Does the student need additional support with identifying beginning, middle, or ending sounds?

Review the targeted sounds with the student. Use the table below and create your own word cards, or use the Bear Bags Word Cards worksheet in Student & Teacher Resources. For example, say the sound /t/ and prompt the student to point to or hold up a word or word/picture card that contains the same beginning sound.

Initial Consonants	**t**: tan, take, tap, team **m**: more, mile, mix, men
Final Consonants	**g**: rug, dig, leg, fog **m**: yam, hum, team, room
Short Vowels	**a**: nap, gas, jam, back **e**: wet, pet, net, den
Initial Consonants	**b**: bin, bun, boat, bike **p**: pad, pack, pine, peg
Final Consonants	**d**: fed, road, hid, bud **b**: sob, cob, sub, rub
Long Vowels	**a**: make, late, save, fame **e**: reef, seen, deep, teen

Does the student need additional support with categorizing and sorting words based on beginning, middle, and ending sounds?

Replicate the Bear Bag exercise using pre-printed response cards and the table above, or use the Bear Bags Word Cards worksheet in Student & Teacher Resources. Provide the student with three response options (adjust to include more or less options based on student need). Say the word and then prompt the student to choose the word card that has the same sound from the array of 3 options.

Facilitate and Encourage

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheets with your students:

Bear Bags Word Cards in Student & Teacher Resources

Use this sheet to help students review words with targeted sounds, or have students use this sheet on their own to practice reading and identifying words with these sounds. Students will need one copy.

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

FAST FORWORD®
BY CARNEGIE LEARNING

BEDTIME BEASTIES

Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build listening and reading comprehension skills by selecting the correct picture, word, letter, or punctuation mark to complete a sentence.
Language/ Reading Skills	Students will... • use knowledge of conventions when reading (capitalization & punctuation) • read texts with accuracy, appropriate rate, and expression to support comprehension (fluency) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)
Reading Comprehension Skills	Students will... • distinguish key ideas from supporting details (key ideas & details) • listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension) • recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)
Cognitive Skills	Students will… • hold an incomplete sentence in working memory while recalling vocabulary and punctuation rules from long-term memory (memory) • focus on specific information about a text, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information to identify the meaning of words (processing) • use the order of words to comprehend sentences and help identify missing parts (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • increase selective attention to detail • increase confidence in detail comprehension • enhance motivation for tasks requiring attention to contentive details and graphic structure • increase self-regulation

Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right to show time spent in the exercise.

3 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 4 points for each correct answer.
- Bonus points: 10 points after 8 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

4 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

5 Sentence Icons
Show the number of sentences in the current story (when applicable), with the current sentence highlighted.

6 Current Streak (Glasses)
Grandma's eyeglasses move toward her face to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

7 Number of Streaks (Peanuts)
A peanut is added to the dish after the student makes three 3-in-a-row streaks in the session. Up to 12 peanuts can be earned.

8 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

9 Go Button
Presents a question.

Exercise Overview

Task

In Bedtime Beasties, the student reads an incomplete sentence and sees 4 possible answers on cards. The student must choose the correct answer to fill in the blank.

Early in the exercise, the sentence is read aloud to the student, and the answer cards include both a word and a picture. Later, the sentences are no longer read to the student, and the answer cards only show a word.

Content

Progression

In Bedtime Beasties, the student progresses through increasingly difficult groups of sentences. For each type of content, scaffolds (such as pictures and/or oral presentations of the sentence) are gradually withdrawn, increasing the attentional and memory demands of the task as the student demonstrates mastery of the content.

Bedtime Beasties presents some sentences independently, and presents others in sequences that create brief fiction or nonfiction texts (stories).

Questions and Answers	Sentence Type	Sample Sentence
Spoken & Written Words, Picture Completes Sentence	Short Sentences in Stories	An airplane can fly even higher than a _____. (pictured: bird, dog, rat, sheep)
	Long Sentences in Stories	A yellow _____ fluttered onto my arm, folded its wings and took a ride. (pictured: butterfly, cloud, balloon, plane)
	Short Sentences	A _____ is an instrument that makes a pretty sound. (pictured: guitar, vacuum, chicken, cup)
	Long Sentences	After you wash your hands, you use this to get them dry. It is a _____. (pictured: towel, soap, bath, shampoo)
Spoken & Written Words, Word Completes Sentence	Short Sentences	The sun was out and the sky was _____. (blue, black, yes, happy)
	Long Sentences	The kitten was stuck high in a tree, but the fire department came to _____. (help, no, do, three)

Icon Key Audio | Download | English Learner | Quick Check | Settings | Video

Questions and Answers	Sentence Type	Sample Sentence
Spoken & Written Words, Punctuation & Capitalization Completes Sentence	Short Sentences	My sister is older than ___ am. (I, i, ?, .)
	Long Sentences	___rayons are made from colored wax and they are good to draw with. (C, c, ?, !)
Written Words, Picture Completes Sentence	Short Sentences in Stories	She wore her sandals and _____. (pictured: swimsuit, mittens, earmuffs, scarf)
	Long Sentences in Stories	It was very, very cold when I got dressed this _____. (pictured: morning, clock, hat, dress)
Written Words, Word Completes Sentence	Short Sentences	Try to hit the ball over the _____. (net, not, new, nod)
	Long Sentences	My big old dog can run a lot faster than your little _____. (pup, new, walk, put)

Did you know?

The *cloze procedure* has been used for many decades as a reading comprehension instructional approach, and assessments requiring cloze tasks have been shown to be valid measures of comprehension.[1] The cloze procedure requires the reader to fill in a blank within a passage with a word, letter, or punctuation prediction based on passage context and prior knowledge. In this way, the cloze procedure helps students develop comprehension prediction strategies.[2] It also provides practice with sentence formulation—a bridge to written sentence construction.

The cloze tasks in Bedtime Beasties help students focus attention on both the main idea and the grammatical, punctuation, and content details of a passage. The oral reading of the sentences provided in the earlier sections of Bedtime Beasties allows students to hear fluent reading, which supports decoding. As the learner progresses, they will read text-only passages, and response choices will change from pictures with text to text only.

1. Schneyer, J. (1965). Use of the Cloze Procedure for Improving Reading Comprehension. *The Reading Teacher, 19*(3), 174-179. Retrieved August 17, 2021, from http://www.jstor.org/stable/20195519

2. Afflerbach, P. (1990). The Influence of Prior Knowledge and Text Genre on Readers' Prediction Strategies. *Journal of Reading Behavior*, Volume XXII, No. 2

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to practice completing sentences. Display the sentence and read it aloud to the students. Say: The puppy runs faster than a _____. Next, display three response options. As an example, the response options can include *cheetah*, *marker*, and *turtle*. Ask: What is the correct word to finish the sentence? Read the response options aloud as you point to each word and/or picture option. Confirm the correct response by saying: The puppy runs faster than a turtle. After the correct response is confirmed, allow the students to name other correct and silly/incorrect answers.

Demo

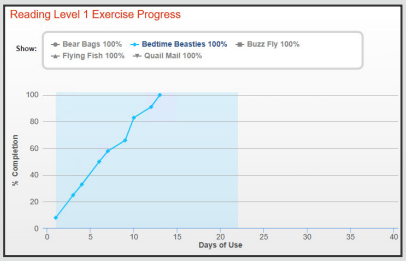
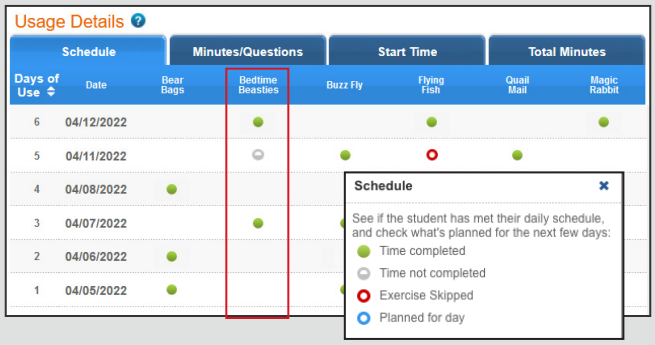
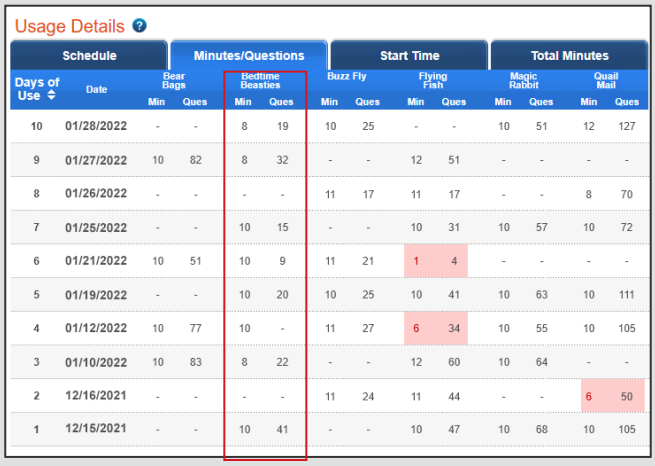
1. Say: Today, we're going to practice completing sentences with pictures, words, letters, or punctuation. Together, we'll work on an exercise called Bedtime Beasties. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Bedtime Beasties.
3. Follow along with the demo, which explains how the exercise works.
    - First, look at each picture, word, letter, or punctuation mark before choosing the answer that best fills in the blank and completes the sentence.
    - Explain why this is the best match, and how you ruled out the other options. For example, say: Sometimes you will see the same word on two different cards—one with a capital letter and one beginning with a lowercase letter. Read carefully and think about where we use capital letters and what punctuation marks go with sentences and questions. Do your best on each one!
4. Demo the keyboard shortcuts:
    - Go button = Space bar
    - Possible answers (left to right) = Number keys 1 - 4

Direct students to log in and work individually on the Bedtime Beasties Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Bedtime Beasties includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Monitor Student Progress

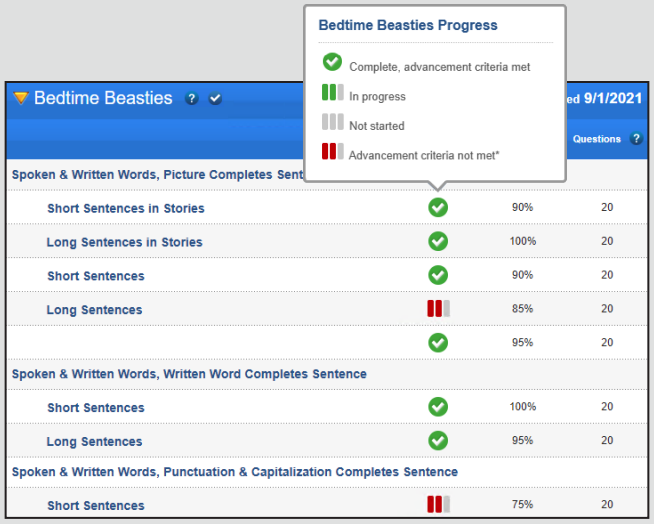
Review Bedtime Beasties reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Bedtime Beasties The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Bear Bags Progress



Percent Correct

To make progress, students must correctly answer 90% of the questions in a group.

Questions

Each attempt on a group includes 20 questions.

What to look for... what it means

Are there red bars under Progress?

To pass a group, the student must answer at least 18 out of 20 questions correctly. Red bars indicate that the student did not pass the group on that attempt. After 3 attempts to pass, the student will move on to new content and will revisit that group again after additional practice. Make sure that the student remains focused and motivated.

Is percent correct well below 80%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student answered too many questions without passing?

Typically, students will pass a group within 2 attempts (40 questions), although the Punctuation & Capitalization group often requires additional attempts (60-80 questions). A student who has not passed a group after 2 or 3 attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Bedtime Beasties reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Bedtime Beasties.

Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

Is the student on task and engaged with activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

Is the student struggling to identify the main idea and key details?

- Provide multiple opportunities to practice completing short sentences.
- Have the student use a graphic organizer or table to organize the main idea and key details.
- Promote student practice by creating the opportunity to complete the sentence in response to pictures, videos, and text.

Adjust Instruction/Intervene

Student Resources

You may decide to use the following monitoring sheet with your students:

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

FAST FORWORD®
BY CARNEGIE LEARNING

BUZZ FLY

Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will develop and expand listening comprehension skills by answering multiple-choice questions about fiction and nonfiction texts that are read aloud.
Language/ Reading Skills	Students will... • use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language) • follow visual prompts to read along while listening to a model of reading with the accuracy, appropriate rate, and expression to support comprehension (fluency) • approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation (print concepts) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)
Reading Comprehension Skills	Students will… • distinguish key ideas from supporting details (key ideas & details) • listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension) • recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)
Cognitive Skills	Students will… • use working memory and long term memory to integrate and comprehend parts of a text and then recall the main idea and details to answer questions (memory) • use divided attention to listen while reading along, and sustain attention across multiple pages and questions (attention) • coordinate the auditory and visual processing of two perceptual streams: speech and written text (processing) • track temporal and causal event sequences across pages within a text (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • increase sustained attention to auditory, visual, and textual information • increase confidence in listening comprehension of narrative text • enhance motivation for oral-language comprehension tasks • increase self-regulation

Exercise Overview

Exercise Screen

1 Menu
Shows:

- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right to show time spent in the exercise.

3 Current Streak (Typewriter)
Red button shows the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

4 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

5 Points
Shows total points awarded across all of a day's sessions.

- Correct answers: 6 points for each correct answer on the first attempt, and 1 point for each correct answer on the second attempt (learning question).
- Bonus points: 10 points after 4 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

6 Go Button
Presents a paragraph, followed by comprehension questions about that paragraph.

7 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

8 Number of Streaks (Horseshoes)
A horseshoe is added after the student makes six 3-in-a-row streaks in the session. Up to 3 horseshoes can be earned.

9 Current Page
Shows the current page when presenting the text.

Task

In Buzz Fly, the student reads along while listening to a short (60-240 words) fiction or nonfiction text. Texts are broken into 6-7 pages. After each page, the student answers one or two multiple-choice comprehension questions.

Throughout the exercise, the text is highlighted during the narration to scaffold toward independent reading. Additionally, the questions are both written and spoken, and the answers are presented as pictures so that reading is not required.

Listen to a text and read along...

...then answer a question about it.

Did you know?

Oral reading of print with simultaneous visual highlighting of each word provides learners with a fluent reading model that supports decoding. Through this approach, Buzz Fly allows students to practice visual processing of written text from left to right while focusing their attention on comprehension. Buzz Fly adds additional comprehension support through guiding questions that target vocabulary, sentence structure, and contextual meaning. In this way, the guiding comprehension questions foster word learning and comprehension strategies. In Buzz Fly the oral reading rate increases as the student progresses, which further enhances the learner's oral language processing speed. In addition, the systematic increase in narrative vocabulary level and syntactic complexity of the texts builds learner comprehension, confidence, and motivation.

Icon Key Audio | Download | English Learner | Quick Check | Settings | Video

Exercise Overview

Content

Progression

In Buzz Fly, students progress through 5 levels of difficulty. At each level, the exercise increases the following factors to make the task progressively more challenging:

- Narration rate
- Vocabulary level
- Text length

Within each level, students are exposed to a variety of text and question types:

- Fiction and nonfiction texts
- Question type (how, what, where, when, which, who)

To pass a question, the student must answer correctly on the first attempt. Otherwise, they will repeat the question as an opportunity to learn the content. Mastery requires passing approximately 90% of questions at each level of difficulty. After a few attempts, the student will advance to the next level of difficulty, and will revisit any content that was not previously mastered at the end of the exercise.

	Vocabulary Level	**Texts**
Slow Narration Rate	Kindergarten Vocabulary	6 Fiction 2 Nonfiction
	1st Grade Vocabulary	2 Fiction 6 Nonfiction
Fast Narration Rate	Kindergarten Vocabulary	2 Fiction 2 Nonfiction
	1st Grade Vocabulary	2 Fiction 2 Nonfiction
	2nd Grade Vocabulary	2 Fiction 2 Nonfiction

Sample Content

	Sample Page	Sample Question and Answer
Slow Narration Rate, Kindergarten Vocabulary	A hog and a frog took a jog in the fog. "I can't see a thing!" said the hog to the frog.	Where did the animals go for a jog? (pictured: fog, puddle, mountain, frog)
Slow Narration Rate, 1st Grade Vocabulary	People do not have wings. But they can still fly in the sky if they take a plane.	How can people fly? (pictured: plane, car, truck, bird)
Fast Narration Rate, Kindergarten Vocabulary	Nat was good with a ball and bat. Almost as good as Matt the Cat. Who was nearly as good as Pat the Rat. One day Nat said, "Let's play ball!" But not outside. They played in the hall.	What was Nat good with? (pictured: a ball and a bat, a mitt and a cap, Pat the Rat, Matt the Cat)
Fast Narration Rate, 1st Grade Vocabulary	Gordon saw a scarecrow in a bean patch. "Hello," said Gordon. The scarecrow didn't answer. Gordon leaned on the garden wall. "Hey you! Hello," he said. The scarecrow did not answer.	What did Gordon see in the bean patch? (pictured: scarecrow, bird, cricket, log)
Fast Narration Rate, 2nd Grade Vocabulary	In the United States, we have many forms of government. The national government passes laws that are for everyone in the country. It also provides some services for people, like building roads that connect one state to another.	What service does the national government provide? (pictured: road work, trash pickup, playground construction, a map of the U.S.)

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to draw a picture of a story and then answer questions about the story. Show the students a picture, a painting, or a scene, and ask them "wh" questions (who, what, where, when, why, how, which). For example:

1. Say: Let's look at the picture together and then answer some questions about it. Who is the character? Confirm the correct response. Say: Excellent! We identified who the character(s) is/are.
2. Ask: Can you tell me what the character(s) is/are doing? Confirm the correct response. Say: Fantastic work!
3. Ask: Where is the character? Confirm the correct response. Say: Exceptional answer!

To close the activity, say: Practicing answering questions about our own stories will help us answer questions about stories written by others. Now, you will draw your picture of a story and answer "who/what/where/when/why/how/which" questions about the picture. Use the Buzz Fly Questions Worksheet in Student & Teacher Resources for this activity.

Demo

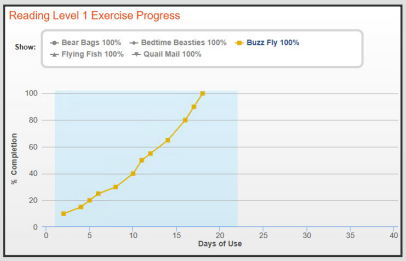
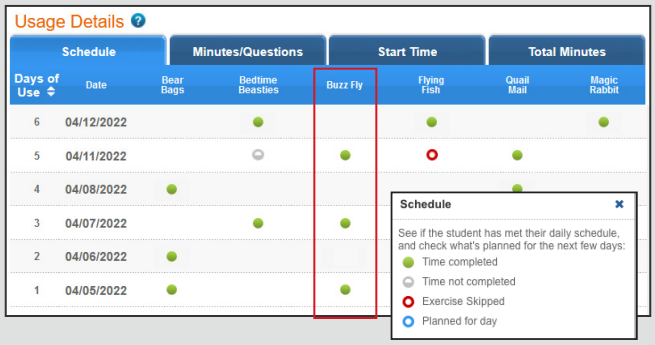
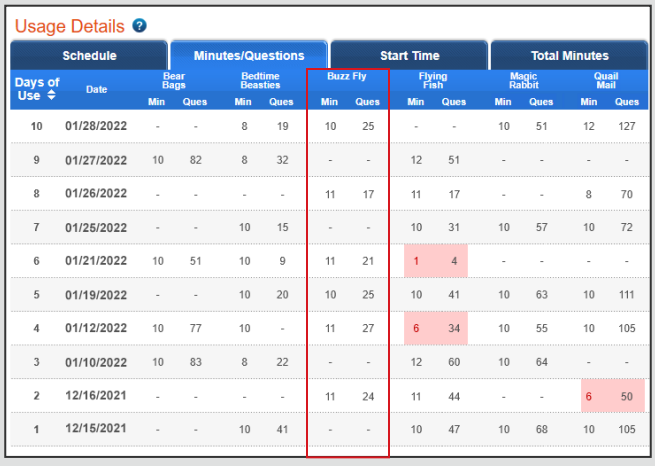
1. Say: Today, we're going to practice listening to a paragraph and reading along, then answering questions about what we just read. Together, we'll work on an exercise called Buzz Fly. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Buzz Fly.
3. Follow along with the demo, which explains how the exercise works.
   - Explain which answer is the best match, and how you ruled out the other options.
   - Click the correct answer.
4. Demo the keyboard shortcuts:
   - Go button = Space bar
   - Possible answers (left to right, start in top row) = Number keys 1 - 4

Direct students to log in and work individually on the Buzz Fly Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Buzz Fly includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Monitor Student Progress

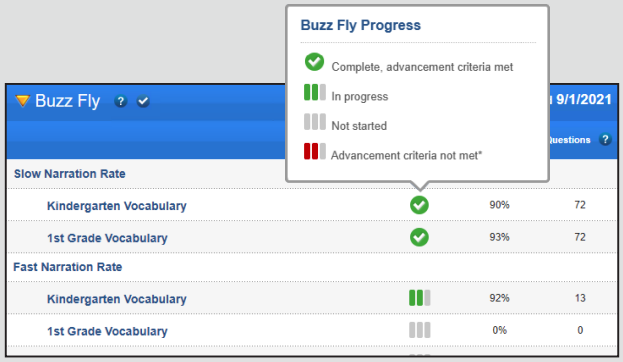
Review Buzz Fly reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Buzz Fly The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Buzz Fly



Percent Correct

To make progress, students must correctly answer questions as follows:

- Slow Narration Rate: 89%
- Fast Narration Rate: 92%

Questions

The typical number of questions to pass varies based on narration rate:

Slow Narration Rate

- Kindergarten Vocabulary: 48 - 96
- 1st Grade Vocabulary: 48 - 96

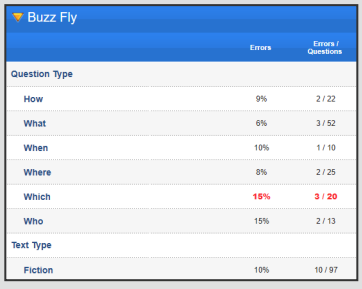
Fast Narration Rate

- Kindergarten Vocabulary: 36 - 62
- 1st Grade Vocabulary: 36 - 62
- 2nd Grade Vocabulary: 36 - 62

Questions that were missed will be immediately presented again for practice only. Then, at the end of each level, incorrect questions will be presented again and evaluated.

PROGRESS: Errors - Buzz Fly

Content the student is struggling with the most is indicated in red.



What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly in a vocabulary level, they will repeat those texts and missed questions. Red bars indicate that the student was unable to pass a vocabulary level within 3 attempts, and will revisit that content after additional practice. Make sure that the student remains focused and motivated.

Is percent correct well below 85%?

The student may be struggling with multiple types of comprehension questions (who, what, where, when, how, which). Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all attempts in a vocaublary level, so early difficulties can mask later successes, and early successes can mask later difficulties. Check the Error Report for the most recent day's results.

Has the student answered too many questions without passing?

A student who is still working on a slow narration rate level after 96 questions, or a fast narration rate level after 62 questions, may be struggling. Check the Errors section of this report to determine where the student needs additional support.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Are question types highlighted in red?

Consider providing the student with instruction on the specific question types with which they are struggling the most.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Buzz Fly reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Buzz Fly.

Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

Is the student on task and engaged with the activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

Does the student require development with interpreting visuals/pictures?

- Present pictures of events or actions and ask the student various questions about the picture. Below are some examples of comprehension questions to ask.
  - Where is the event taking place?
  - Where is the character?
  - Who are the characters?
  - What is the character doing?
  - How does the character feel?
  - Which character is the story about?
- For more practice, use the Buzz Fly Comprehension Questions Worksheet in Student & Teacher Resources and have them draw their own picture, if needed.

Does the student require development answering "wh" comprehension questions?

- Present a short text containing 1 to 3 sentences and ask "wh" (who, what, where, when, why, how, which) questions related to the text.
- Provide multiple opportunities for the student to practice answering "wh" questions in isolation. Notice which "wh" question the student is struggling with. Provide more practice with the type of "wh" questions that the student is demonstrating difficulty with.
- Model or think-aloud how to answer comprehension questions after reading a short passage.

Does the student struggle with attending when listening to a paragraph being read aloud?

- Model reading aloud with correct pace, intonation, and inflection.
- Provide a copy of the text being read. While reading aloud to the student, create stopping points to reflect on what the sentence or group of sentences mean. Use stickers, a marker, and/or sticky notes to mark or annotate important information that will help the student answer comprehension questions.

Adjust Instruction/Intervene

Student Resources

You may decide to use the following monitoring sheet with your students:

Buzz Fly Comprehension Questions Worksheet in Student & Teacher Resources

Use this worksheet to introduce the activity to your students, or provide extra practice. Students will need one copy.

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

FAST FORWORD®
BY CARNEGIE LEARNING

FLYING FISH

Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build high-frequency word recognition and phonics/decoding skills by rapidly matching spoken words to written words.
Language/ Reading Skills	Students will... • identify spoken words and distinguish between similar-sounding words (auditory word recognition) • quickly and automatically read and understand common high-frequency words by sight (high-frequency words) • relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding)
Cognitive Skills	Students will… • hold a word in working memory while identifying its match within a stream of words (memory) • focus on a word and ignore distractions while monitoring a stream of words that will eventually present the word (attention) • rapidly interpret and integrate auditory and visual information to identify words (processing)
Social-Emotional/ Executive Function Skills	Students will... • enhance selective and sustained auditory and visual attention and vigilance • increase the ability to inhibit impulsive responses • increase confidence in left-to-right visual tracking for word identification • enhance motivation for vocabulary recognition tasks • increase self-regulation

Icon Key

Audio

Download

English Learner

Quick Check

Settings

Video

Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right to show time spent in the exercise.

3 Number of Streaks (Fish)
A fish flies to the mountain and leaves a fish-print in the snow after the student makes four 3-in-a-row streaks in the session. Up to 12 fish-prints can be earned.

4 Answer Button (Fish)
Presents a possible match for the word.

5 Go Button
Presents a word.

6 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 3 points for each correct answer.
- Bonus points: 10 points after 12 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

7 Current Streak (Fingers)
Counts the current consecutive correct answer. Starts over after 3 correct in a row or an incorrect answer.

8 Progress Meter (Stars)
Tracks and celebrates every 10% of exercise content completion.

Exercise Overview

Task

In Flying Fish, the fishing pelican presents a target word to the student. A series of fish with words on them fly across the screen. The student must click the fish that matches the target word before it flies off the screen.

The exercise presents each word in 2 different ways:

- Written & Spoken Words: The target word and the possible matches are written and spoken. Students have 2 seconds to click the matching word.
- Written Words: The target word is spoken and the possible matches are written. Students have 1.5 seconds to click the matching word.

Throughout the exercise, the fish fly across the screen from left to right to reinforce the left-to-right reading pattern of the English language.

Speed (Fluency) Round

Periodically, Flying Fish presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student matches spoken to written words as before, but faster; they only have 1 second to click the matching word. The speed round automatically ends after one minute and the student returns to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Flying Fish increases the attention and memory demands of the task.

Content

In Flying Fish, the student works on 6 word lists that include the 200 highest frequency words in the English language. The first word list includes the highest frequency words. As the student progresses, the exercise presents progressively lower frequency words.

Word List 1

a	can	if	she	we
all	do	in	that	were
an	each	is	the	what
and	for	it	their	when
are	from	not	there	which
as	had	of	they	will
at	have	on	this	with
be	he	one	to	word
but	his	or	use	you
by	how	said	was	your

Word List 2

about	get	made	other	then
been	go	make	out	these
call	has	many	over	time
come	her	may	part	two
could	him	more	people	up
day	into	my	see	water
did	its	no	so	way
down	like	now	some	who
find	long	number	than	would
first	look	oil	them	write

Word List 3				
after	give	me	right	think
also	good	mean	same	three
any	great	most	say	through
around	help	much	sentence	too
back	just	name	set	very
before	know	new	show	want
boy	line	old	small	where
came	little	only	sound	work
follow	live	our	take tell	year
form	man	place	thing	

Word List 4			
again	does	letter	put
air	end	men	read
animal	even	move	spell
another	hand	must	such
ask	here	need	try
away	home	off	turn
because	house	page	us
big	kind	picture	well
change	land	play	went
different	large	point	why

Word List 5			
always	high	own	those
answer	last	run	thought
between	learn	saw	took
both	left	school	under
every	life	should	until
few	might	something	walk
found	mother	state	while
four	never	still	white
got	once	stop	without
head	open	study	world

Word List 6			
against	eat	jump	since
almost	enough	less	soon
am	fact	let	thank
ate	far	please	though
being	fly	pretty	united
black	funny	public	upon
blue	general	ran	war
brown	giving	red	wept
course	himself	ride	yellow
during	however	round	yes

Progression

To master a word list and advance to the next one, the student must pass 90% of the words, presented both ways (Written & Spoken Words, then Written Words). Students who need more practice will repeat lists as needed. After three attempts to pass a given word list, Flying Fish will transition the student to the next list. At the end of the exercise, the student will repeat any word lists that were not previously mastered.

Exercise Overview

Did you know?

Practice with rapidly identifying high-frequency words promotes sight word recognition, or the ability to rapidly identify and attach meaning to a word. Sight word recognition reduces the need to break the word down into component parts, thereby increasing reading fluency. Flying Fish provides a distinctive vocabulary recognition activity in which a student matches high-frequency words (presented orally and visually, then later presented orally only) to one of a few word options that fly across the screen from left to right.

Flying Fish is unique in that the word presentations and responses require rapid visual discrimination, visual sequencing, and visual-spatial processing. Visual processing is essential for literacy because of the need in reading and writing to recognize and order visual information quickly and accurately.[1] Flying Fish is also unique in that the nature of the activity—a continuous performance task—requires consistent sustained attention (vigilance) as well as response inhibition, and as such also exercises attentional skills. Vigilance or sustained/vigilant attention refers to the ability of individuals to maintain attentional focus and remain alert to stimuli over prolonged periods.[2] Recent research indicates that difficulties with attentional focus, response inhibition, vigilance, and processing speed show statistically direct effects on reading.[3]

1. Adapted from Sight Recognition | Learner Variability Project (digitalpromiseglobal.org); High Frequency Word List | Learner Variability Project (digitalpromiseglobal.org)

2. Warm, J., Finomore, V., Vidulich, M., & Funke, M. (2015). Vigilance: A Perceptual Challenge. In R. Hoffman, P. Hancock, M. Scerbo, R. Parasuraman, & J. Szalma (Eds.), *The Cambridge Handbook of Applied Perception Research* (Cambridge Handbooks in Psychology, pp. 241-283). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511973017.018

3. Rezaei, A., & Jeddi, E. M. (2020). The Contributions of Attentional Control Components, Phonological Awareness, and Working Memory to Reading Ability. *Journal of Psycholinguistic Research*, 49(1), 31-40.

Introduce

Engage

Select words from the high-frequency sight word list found in this activity. To introduce this exercise to your students, start by saying: Today, we are going to work on identifying common words that we often see, hear, and spell. I am going to say a word. After I say the word, you are going to hold up the word card that matches the word.

1. Say: The word is…*and*. Hold up the card that says *and*. Provide feedback to the whole group.
2. Say: This is the word and. Hold up the word and. Excellent work! Let's practice a few more words together.
3. Follow the same process when presenting each word. For this exercise, provide each student with three different word cards as response options.

After you have reviewed the three chosen words, say: Now, we will practice identifying more sight words in the Flying Fish activity.

Demo

1. Say: Today, we're going to match the word written on the fish with the word the pelican says. Together, we'll work on an exercise called Flying Fish. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Flying Fish.
3. Follow along with the demo, which explains how the exercise works.
   - Click the correct answer.
4. Demo the keyboard shortcuts:
   - Go button = Space bar
   - Answer = Down arrow

Notes

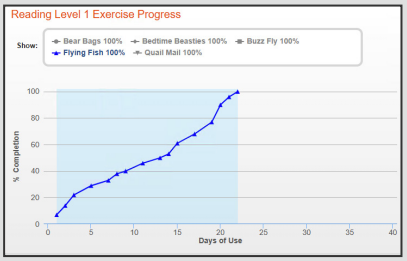
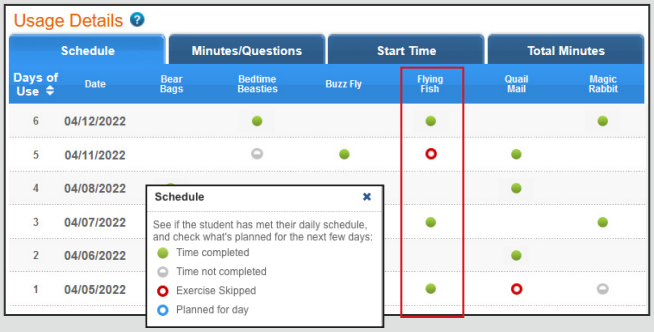
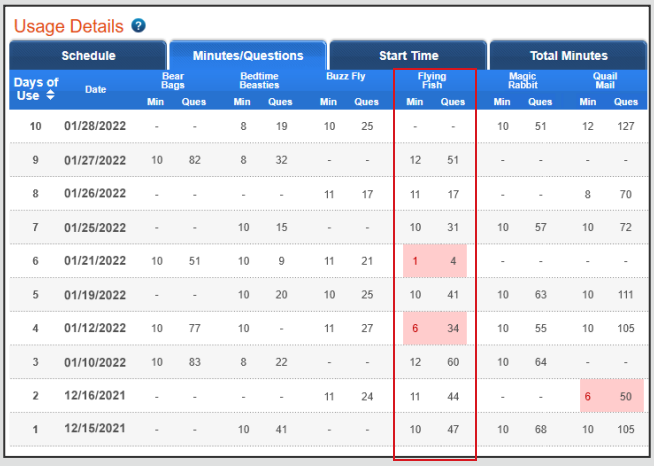
- Speed (Fluency) Round Demo - Say: When the go button turns into a timer, the speed round begins. Work on the exercise as before, but faster. You can earn points by getting as many correct answers as possible in the time allowed.
- Content Demo - Say: At first, Flying Fish says and shows all the words in the exercise. After some practice, the exercise only pronounces the target words and only displays the responses. Also, the fish will fly faster across the screen.

Direct students to log in and work individually on the Flying Fish Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Flying Fish includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

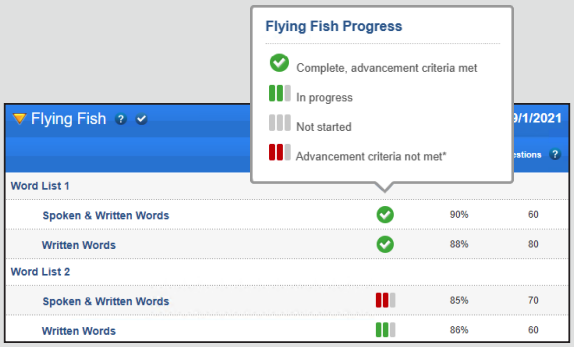
Monitor Student Progress

Review Flying Fish reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Flying Fish The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Flying Fish Progress



Percent Correct

To make progress, students must correctly answer 90% of the questions in a group.

Questions

Each word list includes 4-5 groups, with 10 questions per group. The minimum number of questions varies:

Word List 1
- Spoken & Written Words: 50
- Written Words: 50

Word List 2
- Spoken & Written Words: 50
- Written Words: 50

Word List 3
- Spoken & Written Words: 50
- Written Words: 50

Word List 4
- Spoken & Written Words: 40
- Written Words: 40

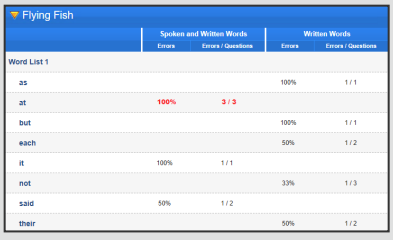
Word List 5
- Spoken & Written Words: 40
- Written Words: 40

Word Lists 6
- Spoken & Written Words: 40
- Written Words: 40

If a word list is repeated, the student may only be required to repeat a subset of the questions.

PROGRESS: Errors - Flying Fish

Words the student is struggling with the most are indicated in red.



What to look for... what it means

Are there red bars under Progress?

Each word list includes 4-5 groups of 10 words. If a student doesn't correctly answer at least 9 out of 10 questions in a group, they will repeat that group. Red bars indicate that the student was unable to pass a group after 3 attempts, and will revisit that content after additional practice. Make sure that the student remains focused and motivated.

Note that students must pass a group under Spoken & Written Words before they will see that group under Written Words.

Is percent correct well below 90%?

The student may be struggling. Check the Errors section of this report to determine where the student needs additional support.

Has the student answered too many questions without passing?

Typically, students are able to pass a word list within 3 attempts (50-130 questions), which means most students will not have red bars. A student with red bars may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them on specific words.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Are specific command types highlighted in red?

Provide the student with instruction on the specific vocabulary and/or complex commands with which they are struggling.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Flying Fish reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Flying Fish.

Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Is the student on task and engaged with the activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

Does the student require development with sight word recognition?

- Display a high-frequency word wall using the word list provided. Update the word wall frequently.
- Develop a classroom library with high interest texts. Include a variety of reading levels within the library to support all students.
- Use interactive and multi-sensory methods to practice reading words aloud. An example would be clapping, snapping, or stomping while saying the word aloud.
- Allow the students to practice the word in isolation by playing matching games or by reading the words on individual notecards.
- Say the sight word aloud and then have the students hold up the pre-printed response card that matches the spoken word.

Adjust Instruction/Intervene

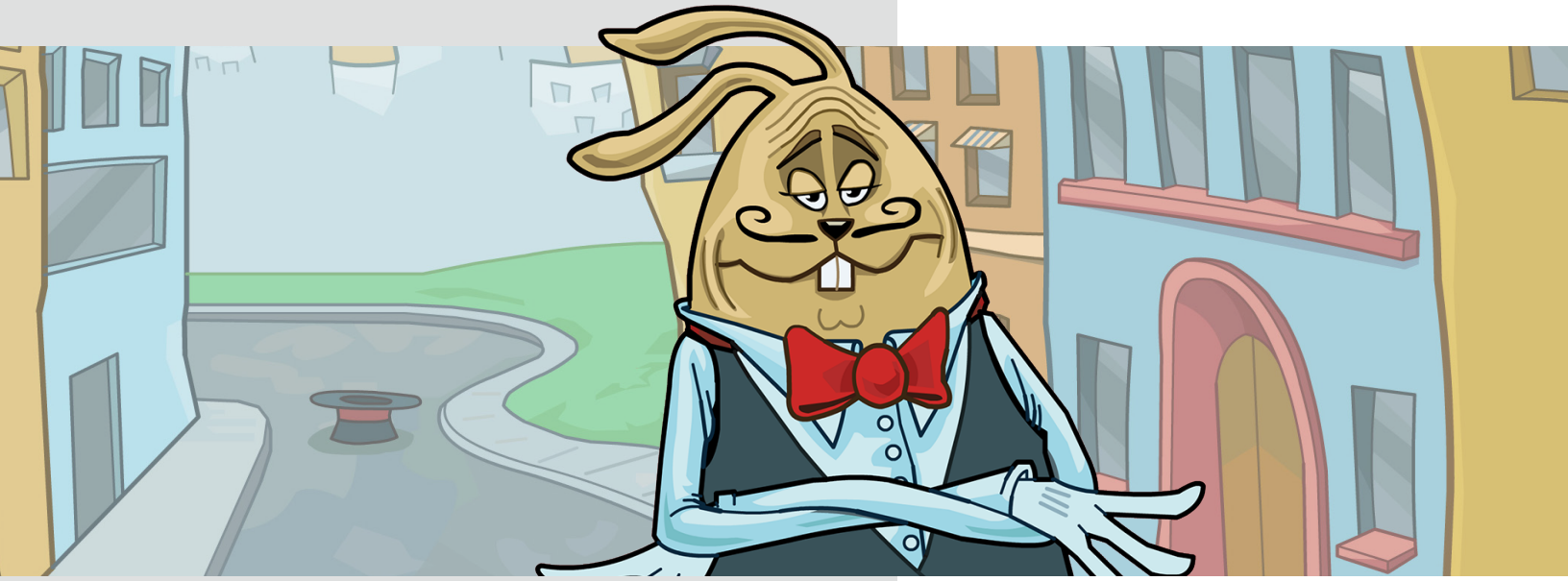
Student Resources

You may decide to use the following monitoring sheet with your students:

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

FAST FORWORD®
BY CARNEGIE LEARNING



MAGIC RABBIT

Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build spelling and phonics skills by selecting the correct letters to complete the spellings of spoken words.
Language/ Reading Skills	Students will... • understand and recall the order of sounds and words (auditory sequencing) • identify spoken words and distinguish between similar sounding words (auditory word recognition) • recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological awareness) • relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding) • apply knowledge of letter-sound mappings, spelling rules, and irregular spellings to encode and decode words (spelling)
Cognitive Skills	Students will… • hold words in working memory while mapping their sounds to spelling patterns and selecting the missing letter (memory) • focus on the sounds and letters in words, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information to identify words (processing) • use the order of phonemes in words to identify the missing letter in a partially spelled word (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • selectively attend to individual letters in words • sequence sounds (auditory) and letters (visual) • build auditory and visual working memory skills for phoneme-grapheme correspondence • store phoneme-grapheme correspondence in long term memory • gain confidence in writing ability to correctly spell words • enhance automaticity of written spelling to ease written formulation

Icon Key Audio | Download | English Learner | Quick Check | Settings | Video

Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right, counting up the time completed in the exercise.

3 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

4 Current Streak (Mustache)
The rabbit magician's mustache uncurls after each consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

5 Highest Streak (Carrots)
Magician magically removes carrot from nested boxes and sends it to the hat in the background (four 3-in-a-row streaks).

6 Go Button (Magic Box)
Presents a question.

7 Progress Meter (Stars)
Tracks and celebrates every 10% of exercise content completion.

8 Points
Shows total points awarded across all of a day's sessions.
- Correctly selecting a missing letter:
  - First attempt: 2 points
  - Second or third attempt: 1 point
- Correctly unscrambling a word: 4 points
- Correct fluency round words: 3 points

Exercise Overview

Task

In this exercise, a rabbit magician transforms words with his card tricks. The student assists the magician by selecting the missing letter to complete the spelling of a spoken word.

Progression

In Magic Rabbit, as students progress, the content becomes more difficult and scaffolds are gradually reduced, increasing the attentional and memory demands of the task.

Students work on spelling in four ways:

1. Teaching Pairs: At first students work with word pairs, turning one word into another, and focusing on a small set of spelling patterns.
2. Fluency Rounds: After demonstrating proficiency with a set of spelling patterns, a speeded practice round is presented where students can earn extra points.
3. Word Chains: After demonstrating mastery for all spelling patterns within the Teaching Pairs task, students transform sets of 10 words that are arranged in a word chain, where each word differs from the last word by one letter.
4. Scrambled words: For an extra challenge, the first word in each chain is scrambled. Now, the student must correctly spell the entire word. (These words count for points but do not affect progress).

Content

Initial Consonants, Easy Alternatives	t m s g d c r f p l h j b k n w
Initial Consonants, Difficult Alternatives	b p c t d g k j f h s w m n l r
Final Consonants, Easy Alternatives	g m b t d n p g
Final Consonants, Difficult Alternatives	d m p t m n b g
Medial Vowels, Easy Alternatives	short-a short-e short-i short-o long-a long-i long-o short-u
Medial Vowels, Difficult Alternatives	long-a long-i short-a short-i long-o short-e short-o short-u
Mixed Positions, Easy Alternatives	All of the above initial and final consonants and short vowels
Mixed Positions, Difficult Alternatives	All of the above initial and final consonants and short vowels

Did you know?

Learning to read and write in English means gradually mastering a multi-layered orthographic system. The word orthography means correct writing (from the Greek: orthos, "correct," and graphein, "to write.")[1] English orthography is multi-layered because of its long history of borrowing words, along with their spelling patterns, from other languages. Some English speech sounds (phonemes) map onto spellings (graphemes) in a predictable, transparent manner. For example, the *p* sound is predictably spelled with a single or double *p*. Other sounds can have complex and variable mappings. For example, the *long e* phoneme may be spelled with a single *e*, *i*, or *y* (me, spaghetti, berry), a vowel-consonant-e pattern (meme), a double *e* (teen), *e* before *a* (eat), *e* before *y* at the end of a word (key), *i* before *e* (chief) or (just to flaunt the rules) *e* before *i* (seize). To gain a working knowledge of English orthography, students must learn the mappings of sounds to multiple spelling patterns, along with the rules for deciding which spelling pattern to use in a given word.

Accurate spelling depends on the ability to identify and sequence the phonemes in a spoken word, and then to choose the correct spelling pattern for each phoneme.[2] Magic Rabbit scaffolds this process by using a cloze format (completing a partially spelled word) and presenting simple consonant-vowel-consonant words with transparent spellings. Students build orthographic knowledge through repetition, committing these spelling patterns, and these words, to long term memory.

1. Apel, K. (2011) What is Orthographic Knowledge? Language, *Speech and Hearing Services in Schools*, *42*, 379-603.

2. Moats, L. (2009). Knowledge foundations for teaching reading and spelling. *Reading and Writing, 22*(4), 379–399. https://doi.org/10.1007/S11145-009-9162-1

Facilitate and Encourage

Introduce

Engage

Introduce the Magic Rabbit exercise to your students by reviewing how we spell words. Say: We can spell most words in English if we think about the sounds that we hear, and then write the letters that represent those sounds. In Magic Rabbit, you will need to think about the sounds that you hear, and then choose the letter or letters that show those sounds in writing. Let's practice together.

Materials Needed: paper and pencil or dry-erase marker and whiteboard; letter tiles as desired

1. Say the word. Say: I am going to say a word for us to spell today. The word is *map*, *maaaap*. Ask students to repeat the word.
2. Blend the sounds in the word. Say each sound in the word and ask students to blend the sounds with you. With your hand in front of you so that students can see the progression from left to right, hold up your first finger as you say *m*, your second finger as you say *a*, and your third finger as you say *p*.
3. Identify the number of sounds in the word. Say: How many sounds do you hear in *map*? (Three sounds.) If students do not identify the correct number of sounds, say and blend the word more slowly. If students still do not identify the correct number of sounds, tell them the answer. Say: "There are three sounds in the word *map*. How many sounds are there?
4. Identify each sound in the word. Ask students to identify each individual sound. Say: What's the first sound in *map*? and so on. If students misidentify a sound, tell them the sound and ask them to repeat it.
5. Spell the word. Have students write the word on a piece of paper or a whiteboard. Say: Write the letter for each sound in *map*.
    a. Variation 1: For students who struggle to hear the individual sounds in *map*, draw a three-box grid on a whiteboard or piece of paper for them to write their letters in.
    b. Variation 2: For students who struggle with writing letters, you may give them the option to spell with letter tiles, or to spell aloud while a partner writes the letters for them. If students spell the word aloud, make sure they say the letter names in the word rather than the sounds.
6. Check the spelling for errors. Ask students to point to the word that they wrote, blend its sounds, and read it aloud. Ask students to correct any mistakes that they see. If students do not self-correct, try one of these error-handling strategies:
    a. Read what the student wrote and ask if it matches the target word. For example: This word says *mat*, and we are spelling *map*. Does that match? What letter needs to change?
    b. Model the correct spelling. Ask the student to repeat the word, write it, and then point to each letter as they read the word.

As needed, repeat this routine using words with additional spelling patterns that students have learned. Tell students that they will practice matching the sounds that they hear to the letters we use to spell those sounds in Magic Rabbit.

Demo

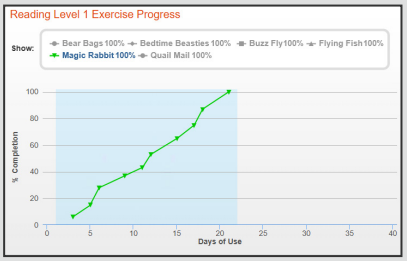
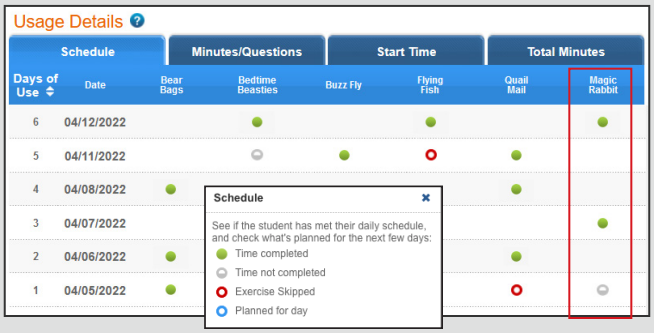
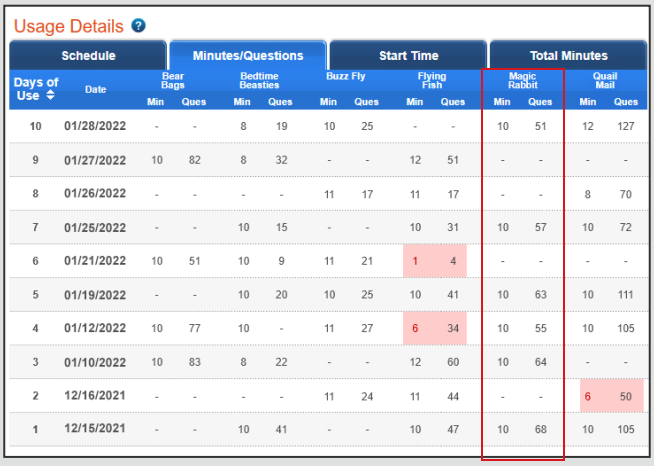
1. Say: Today, we're going to practice changing one word into another by changing just one letter. Together, we'll work on an exercise called Magic Rabbit. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Magic Rabbit.
3. Follow along with the demo, which explains how the exercise works.
   - Explain which letter is the best choice, and how you ruled out the other options.
   - Click the correct answer.
4. Demo the keyboard shortcuts:
   - Go button = Space bar
   - Answers left to right = Number keys 1 - 4

Direct students to log in and work individually on the Magic Rabbit Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Magic Rabbit includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

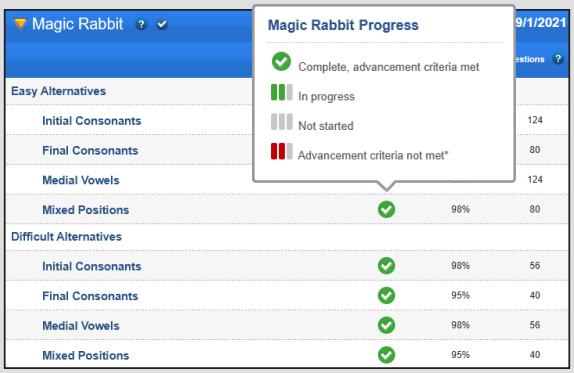
Monitor Student Progress

Review Magic Rabbit reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Magic Rabbit The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Magic Rabbit Progress



Percent Correct

To make progress, students must correctly answer at least 90% of spelling questions.

Questions

Easy Alternatives

- Initial Consonants: 80
- Final Consonants: 40
- Medial Vowels: 40
- Mixed Positions: 200

Difficult Alternatives

- Initial Consonants: 80
- Final Consonants: 40
- Medial Vowels: 40
- Mixed Positions: 200

If a group must be repeated, the student will only be required to repeat units on which they had demonstrated difficulty.

What to look for... what it means

Are there red bars under Progress?

Red bars indicate that the student was unable to pass one or more units within a group after 3 attempts, and will come back to that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 85%?

The student may be struggling with specific spelling patterns. Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all of the units in a group, and up to three attempts at each unit, so early difficulties can mask later successes and successes on some units can mask difficulties on others. Check the Error Report for the most recent day's results.

Has the student taken too many questions without passing?

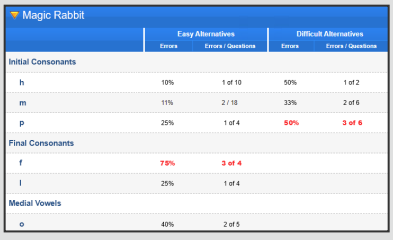
Typically, students require up to 90 questions to complete the Initial Consonants groups, 50 questions to complete the Final Consonants groups, 90 questions to complete the Medial Vowels groups, and 300 questions to complete the Mixed Positions groups.

A student who is still working on a group after completing the typical number of questions may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them with specific word families.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

PROGRESS: Errors - Magic Rabbit

Content the student is struggling with the most is indicated in red.



Are specific spelling patterns highlighted in red?

Consider providing the student with instruction on the specific spelling patterns with which they are struggling the most.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Magic Rabbit reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Magic Rabbit.

Does the student understand the exercise goal/task?

If the student is demonstrating difficulty with understanding the task, consider clarifying the instructions, setting a goal based on student need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

1. Set a clear goal.
   a. Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
   b. Review the goal with the student and check for understanding.
2. Introduce and model how the student will monitor their goal.
   a. Choose or create a self-monitoring chart for students to track their progress. Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
   b. Explain and model the steps needed to complete and interpret the self-monitoring chart.
   c. Practice completing and interpreting the self-monitoring chart with the student.
3. Model the steps required to complete the exercise:
   a. Review the steps of Magic Rabbit with the student.
   b. Sit with the student and practice completing 2-3 words together, talking through the sounds that you hear, and the letters that represent each sound.
   c. Ask the student to explain or show you how to complete the task.
   d. Monitor independent practice and provide feedback and prompting as needed.

Is the student on task and engaged with the activity?

When a student is struggling to stay on task and engaged, consider the strategies below as a starting point to increasing student engagement.

1. Adjust the pacing or duration of instruction.
2. Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Adjust the schedule when needed to increase the student's momentum, success and confidence.
3. Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Can the student hear the words clearly?

Check the student's headset, volume controls, and background noise level.

Is the student answering impulsively?

If the student is working quickly and responding without pausing to think through their answers, sit with them as they work through 2-3 words in Magic Rabbit. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Then ask the student to select the missing letter to complete the spelling of the word. Monitor the student as they work independently for 2-3 more words. If they continue to answer impulsively, prompt them to count the sounds that they hear for each word before selecting an answer.

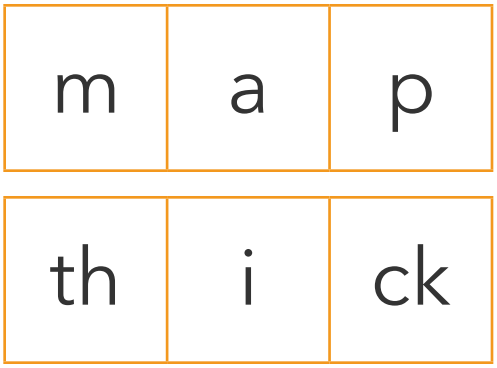
Facilitate and Encourage

Is the student identifying the correct number of sounds in each word?

Sit with your student as they work through 2-3 words in Magic Rabbit. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. If they do not identify the correct number of sounds, repeat and blend the word slowly, and ask them how many sounds they heard. If they still do not identify the correct number of sounds, tell them the answer and draw Elkonin Boxes* for each sound in the word on a piece of paper or whiteboard. Ask the student to name the letters that represent each sound, and write those letters in each box.

Monitor the student as they work independently for 2-3 more words. Encourage them to listen for each sound that they hear. As needed, prompt them to repeat and slowly blend each word that they hear before selecting an answer.

*Elkonin Boxes can be used to help bridge the connection between the sounds in a word and the letters or letter combinations that represent those sounds. In this strategy, each box stands for one sound—not one letter—in a word. For example, the words *map* and *thick* both have three boxes, since they are each comprised of three individual sounds:



Is the student struggling with a specific phonogram (letter-sound correspondence)?

A phonogram is a letter or a letter combination that represents a sound. (For example, the letter combination [ck] makes the sound /k/). Look at the Errors section in the student's Progress Report to determine the specific phonograms they are struggling with. Review the sounds of these phonograms with the student.

To review:

- Write each phonogram on a flashcard.
- Show the student the phonogram card.
- Say the phonogram sound or sounds.
- Have your student repeat the sound or sounds.

Conduct a "speed round" where you point to each phonogram card and ask the student to say its sound. If the phonogram has several sounds, you may give your student a hint by holding up the number of fingers that correspond to the number of sounds (for example, hold up one finger for the phonogram *th*).

Lastly, call out one sound at a time and ask the student to point to the correct phonogram card. (For example: What letters say *th*? What letter says *a*?)

If the student does not identify the correct letter(s), tell them the answer and ask them to repeat it to you. (For example: The letters th make the sound *th*. What letters make the sound *th*?)

Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheet with your students:

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

FAST FORWORD®
BY CARNEGIE LEARNING

QUAIL MAIL

Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build vocabulary skills by sorting words into different categories, such as conceptual, semantic, and grammatical.
Language/ Reading Skills	Students will... • use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language) • understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement (English grammar) • relate speech sounds to specific letters (phonics) and apply knowledge of letter-sound relationships to the process of identifying words (decoding) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
Cognitive Skills	Students will… • hold a spoken word in working memory while forming associations between picture, spoken word, and written word, and recalling semantic information to categorize the word (memory) • focus on specific information about words, sustain that focus, and ignore distractions while carrying out a categorization task (attention) • rapidly interpret and integrate auditory and visual information to identify words (processing)
Social-Emotional/ Executive Function Skills	Students will... • increase metacognitive word categorization skills • enhance sustained attention • increase confidence in semantic decision tasks • enhance motivation for conceptual vocabulary tasks • increase self-regulation

Icon Key Audio | Download | English Learner | Quick Check | Settings | Video

Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Time
Bar fills in from left to right to show time spent in the exercise.

3 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

4 Current Streak (Stamps)
Stamps appear to show the number of current consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

5 Number of Streaks (Acorns and Oaks)
An acorn drops into the launcher after a 3-in-a-row streak. After the next 3-in-a-row streaks, the acorn is launched to the hills beyond. The pile of acorns disappears and an oak tree grows after the student makes fourteen 3-in-a-row streaks in the session.

6 Answer Buttons (Mailboxes)
Presents possible answers. The student must choose the mailbox that shows the correct answer.

7 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 4 points for each correct answer.
- Bonus points: 10 points after 13 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

8 Go Button
Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

9 Help (Speaker)
Presents the category description again.

Exercise Overview

Task

In this exercise, the student sorts groups of words into semantic and linguistic categories that are represented by mailboxes. First, Quail Mail presents a set of mailboxes and introduces the sorting rules. For example, the rule for one bag might be: a kind of shoe. Next, the exercise presents a series of words to be sorted into the mailboxes. The student must click the correct mailbox to sort the word into the proper category.

Quail Mail introduces the sorting task with some basic categories, such as "dog" and "chair," and the student sorts pictures instead of words. For the rest of the exercise, the student sorts written words that are also presented aloud.

The visual presentation and number of categories varies in the following ways:

- Pictures, Written Words: The student sees a written word with a picture that represents it.
- Written Words: The student see a written word only.
- Number of categories: The student sorts words into 2 categories, then into 4 categories.

Speed (Fluency) Round

Periodically, Quail Mail presents a speed round, which gives the student an opportunity to review the material at a faster pace and earn extra points. The student performs the same tasks as before, but faster; they only have a few seconds to sort each word. The round automatically ends after one minute and returns the student to the regular exercise. By requiring students to respond more rapidly while maintaining high accuracy, Quail Mail increases the attention and memory demands of the task.

Did you know?

Word sort activities enable students to form hypotheses and make generalizations about word meanings. The closed categorical vocabulary sorting activities in Quail Mail help students link new words to familiar ones they already know. In addition, students actively engage in searching, comparing, contrasting, and analyzing word meaning. Quail Mail enhances rapid word recognition and builds executive function organizational skills and cognitive flexibility as students form generalizations that they can later apply to new words they encounter in their reading.

Content

In Quail Mail, students progress through increasingly difficult content. For each type of content, supportive scaffolds (such as representing the words with pictures) are gradually withdrawn, increasing the attention and memory demands of the task as the student demonstrates mastery of the content.

	Presentation	Simple Categories & Words
Basic Categories	Pictures	*A kind of shoe* (pictured: boot, sneaker, sandal, pump)
	Written Words	
Superordinate Categories	Pictures, Written Words	*A kind of animal, like a lion* cat, lizard, mouse, rabbit
	Written Words	
Thematic Categories	Pictures, Written Words	*Things that belong on clothing, like a buckle* zipper, button, snap, laces
	Written Words	
Descriptive Categories: Functions	Pictures, Written Words	*Things you can use for cleaning, like a brush* broom, mop, soap, bucket
	Written Words	
Descriptive Categories: Features	Pictures, Written Words	*Clothes to wear in cold weather, like a coat* boots, hat, mittens, earmuffs
	Written Words	
Linguistic Categories: Syntax & Morphology	Pictures, Written Words	*Where is it?* beach, house, city, park
	Words	

Facilitate and Encourage

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to practice sorting words and pictures into categories. Sorting can help us better understand how things are similar and how they are different. Before you practice sorting by yourself, we will practice together. Provide the students a copy of the Quail Mail Sorting Worksheet in Student & Teacher Resources. The categories for this example are eyeglasses, hat, and boots. As you are working through this activity, place the word/picture in the correct category as the students say it.

1. Show the students a picture of eyeglasses. Say: What category does this picture belong to? That's correct. This picture is a type of eyeglasses.
2. Present a picture of a hat. Say: What category does this belong to? Amazing effort! This is a picture of a type of hat.
3. Present a picture of a pair of boots.

Say: What category does this belong to? Excellent thinking! This is a picture of a type of boot. Now, you will practice sorting the rest of the words and pictures. Prior to transitioning to student practice, determine if they will be practicing individually or in small groups.

Demo

1. Say: Today, we're going to practice sorting pictures and words into categories. Together, we'll work on an exercise called Quail Mail. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish" demo for Quail Mail.
3. Follow along with the demo, which explains how the exercise works.
4. Demo the keyboard shortcuts:
   - Go button = Space bar
   - Possible answers (top to bottom) = Number keys 1 - 4

Notes

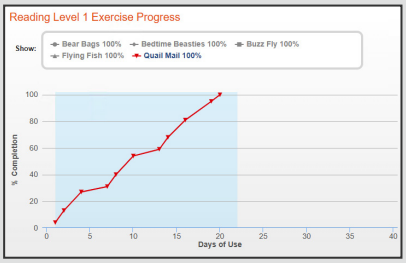
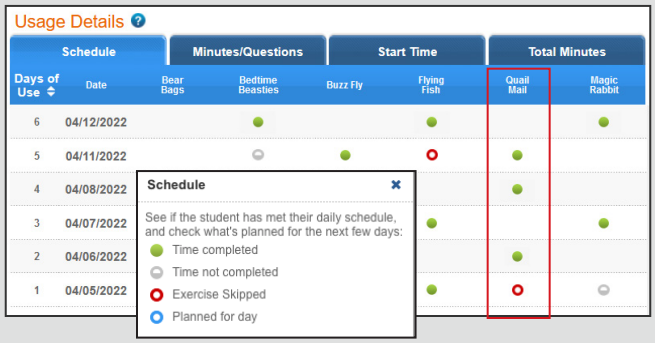
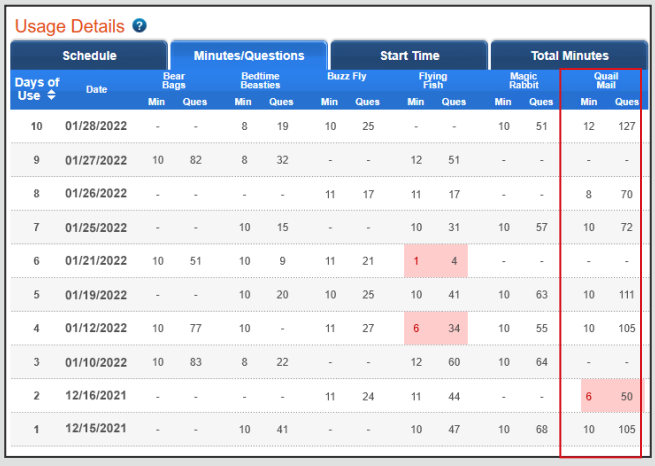
Speed (Fluency) Round Demo - Say: When the Go button turns into a timer, the speed round begins. Work on the exercise as before, but faster. Remember that you need to respond as quickly as possible, without making mistakes, to earn the most points.

Direct students to log in and work individually on the Quail Mail Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: What did you notice? Have students share anything that they have questions about.

Quail Mail includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Monitor Student Progress

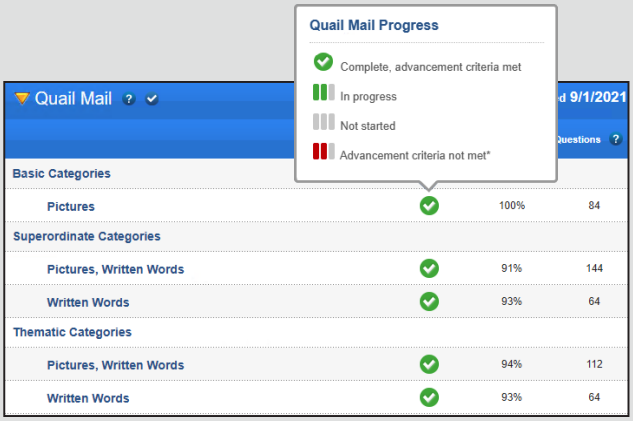
Review Quail Mail reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...	What to look for... what it means
PROGRESS: Reading Readiness Exercise Progress - Quail Mail The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise. 	**Is the line going up?** The student is completing content accurately and making progress. **Is the line flat across several dots?** The student may be struggling and you need to find out why. **Are there long lapses between dots?** The student may be skipping this exercise.
USAGE: Usage Details - Schedule 	**Do you see half-filled gray circles?** The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule. **Do you see red circles?** The student is skipping this exercise. Provide support to help them re-engage.
USAGE: Usage Details - Minutes/Questions 	**Are many days highlighted in red?** The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further. **Is the student answering fewer questions than usual?** They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task. **Is the student answering more questions than usual?** They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Quail Mail



Percent Correct

Each category includes 32 words to sort. After a warm-up activity where students sort 8 pictures without mistakes, students sort all of the words 2 ways–first as a picture, then as a written word. To make progress, the student must get the following percent correct scores for a task:

- Pictures (warm up): 100%
- Pictures, Written Words: 90%
- Written Words: 90%

Questions

The typical number of questions varies based on the category and task:

Basic Categories
- Pictures: 84-92

Superordinate Categories
- Pictures, Written Words: 80-144
- Written Words: 64-128

Thematic Categories
- Pictures, Written Words: 80-152
- Written Words: 64-128

Descriptive Categories: Functions
- Pictures, Written Words: 80-136
- Written Words: 64-160

Descriptive Categories: Features
- Pictures, Written Words: 80-120
- Written Words: 64-128

Linguistic Categories: Syntax & Morphology
- Pictures, Written Words: 80-184
- Written Words: 64-128

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task after 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 90%?

The student may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

When a task is repeated, does the number of questions decrease?

The student has mastered some categories and is making progress. Provide positive feedback as needed and make sure the student remains motivated.

When a task is repeated, does the number of questions stay the same?

The student has not mastered additional categories. If their percent correct increases, they are learning from their mistakes and may simply need more practice. Remind them to listen to and observe the corrective feedback to better understand why their answer was wrong before moving on to the next question.

Has the student taken too many questions without passing?

Typically, students answer 80-150 questions to complete a Pictures, Written Words task and 64-128 questions to complete a Written Words task. If the student needs to repeat a task (red bars), or the student has answered more than the typical number of questions, the student may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 1 Progress Monitoring Chart in Student & Teacher Resources

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Quail Mail reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Quail Mail.

Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

Is the student on task and engaged with the activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.

Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.

Does the student struggle with sorting by category?

Practice sorting based on different kinds of categories using the Quail Mail Sorting Worksheet in Student & Teacher Resources. You can use the Quail Mail reports to prioritize the areas that the student needs most help with. Below are some examples to get you started.

- Basic: Sort pictures of… frogs / butterflies / cats
- Superordinate: Sort a kind of… clothing / food / furniture
- Function: Sort things you can use for… writing / lunch / gym class
- Thematic: Sort things you can find in the… kitchen / classroom / playground
- Descriptive: Functions: Sort things that you can… clean with / write with / eat with
- Descriptive: Features: Sort things that are… fuzzy / smooth / rough
- Syntax/Morphology: Sort words for… actions (verbs) / objects (nouns)

Does the student require development with vocabulary acquisition?

- Provide exposure to vocabulary words by creating a word wall that is updated based on the content being taught.
- Facilitate multiple opportunities to read and sort high frequency sight words and words at the student's instructional and independent learning level.
- Build in practice with vocabulary words related to the content being taught.
- Pair pictures with vocabulary words if the student is struggling to read/identify the written or textual version of the word.

Does the student need support with syntax/morphology?

- Utilize sentence starters and guided writing prompts to assist the student with sentence structure and development.
- Encourage multiple opportunities to practice vocabulary words in isolation and in-context.
  - Isolation: The student directly practices words in a reading or sorting activity. Notecards, sorting worksheets, and response cards are strategies that support targeted practice.
  - In-context: Develop a classroom library that is rich in a wide variety of high interest text based on the students' learning levels.

Adjust Instruction/Intervene

Student Resources

You may decide to use the following monitoring sheet with your students:

Quail Mail Sorting Worksheet in Student & Teacher Resources

Use this worksheet to introduce the activity to your students, or provide extra practice. Students will need one copy.

Reading Level 1 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 1 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.