

Using Fast ForWord & Reading Assistant Plus Together

- Fast ForWord Auto Assign automatically assesses each student and assigns the appropriate Fast ForWord components.
- Use these guidelines to add Reading Assistant Plus to your learner's weekly schedule.

EARLY READERS (30 mins per day)

- are building confidence and fluency with text
- need to focus on the alphabet, sound-symbol recognition, and early phonics

Introduce Reading Assistant Plus when the student is reading at F&P Level F (0.8 GE)

STRUGGLING READERS (30-90 mins per day)

- are reading below grade level
- have good oral language skills and some reading ability
- could benefit from focused work on core reading skills (e.g. decoding, comprehension), and the cognitive skills important for fluent reading
- have difficulty reading fluently and could benefit from additional oral fluency practice and vocabulary building

ENGLISH LANGUAGE LEARNERS (30-90 mins per day)

- have difficulty reading English fluently and could benefit from additional oral fluency practice and vocabulary building
- have not completely mastered phonics
- are refining their spoken English skills

SPED LEARNERS (30-90 mins per day)

- have difficulty with auditory processing, oral language skills, or the cognitive skills required for fluent reading
- have not completely mastered phonics

SKILLED READERS (30 mins per day)

- are reading at grade level
- are developing their reading comprehension skills and strategies
- could benefit from hearing good models of fluent reading
- are improving their ability to read effortlessly and with expression

***Fast ForWord Reading Components**

- Reading Readiness
- Reading Level 1
- Reading Level 2
- Reading Level 3
- Reading Comprehension

Note: Some students who have completed the Elements series may benefit from manual assignment to Foundations II, prior to using the Reading components. See [page 2](#) for further guidance.

Observational Checklist: When to Assign Foundations II after Elements

After completing Fast ForWord Elements, most students will progress to one of the Fast ForWord Reading components. However, students who need extended practice in listening, language, phonics, and cognitive skills will benefit from using Foundations II before progressing to a Reading component.

Use this checklist to help you identify students who should be manually assigned to Foundations II. **If the student demonstrates moderate difficulty in two or three skill areas, or significant difficulty in any single skill area, assign Foundations II.**

Skill Area 1: Working Memory/Prospective Memory	Often	Sometimes	Rarely
Organization: forgets or misses due dates			
Following instructions: cannot carry out multi-step instructions in academic or extra-curricular activities			
Taking responsibility: fails to follow through with agreed-upon tasks, responsibilities, or assignments			
Skill Area 2: Attention/Executive Function			
Efficiency: is slow to complete assignments			
Persistence: leaves assignments incomplete			
Impulsivity: calls out answers without restraint; makes errors due to rushing; fails to show work on math assignments			
Distractibility: tunes out during lectures or discussions; is easily distracted by noises or others' activities			
Attention to Detail: jumps to conclusions; answers questions before reading the entire question or text			
Skill Area 3: Auditory Processing/Language Processing			
Listening: is easily overwhelmed by language; loses the gist of verbal directions, lectures, or class discussions			
Verbal fluency: struggles to verbalize thoughts; uses words incorrectly			
Language confusions: misunderstands words or sentences			
Sound confusions: mixes up similar words when listening or reading; for example, <i>bat</i> for <i>pat</i> or <i>big</i> for <i>dig</i>			

Protocols and Scheduling

The research based Fast ForWord protocols help students get the intense and frequent practice they need to build and strengthen new skills. The protocols specify how many minutes per day and days per week a student will work on a Fast ForWord component. They also specify which exercises the student will work on each day, and how time is distributed across exercises. Multiple protocols are available to provide scheduling flexibility for educators.

Adherence to an approved protocol is strongly related to good outcomes. Allow sufficient time in the school schedule for starting and finishing the exercises. Your students may benefit from brief breaks between exercises, so schedule in extra time, as needed. The daily schedule may be broken into shorter sessions (for example, a 20-minute session plus a 30-minute session to fulfill a 50-minute daily schedule).

When students use protocols that call for fewer minutes per week, they will need more weeks to finish. Use the tables below to estimate time to finish each component, based on your selected protocol.*

Fast ForWord component	Hours	Weeks							
		5 days per week				3 days per week			
		30-min	40-min	50-min	90-min	30-min	40-min	50-min	90-min
Foundations I	14 - 29	4 - 13	3 - 10	3 - 8	1 - 4	7 - 21	5 - 16	4 - 13	2 - 7
Foundations II	18 - 38	5 - 17	4 - 13	3 - 10	2 - 6	9 - 29	7 - 21	5 - 17	3 - 10
Elements I	7 - 15	2 - 7	2 - 5	1 - 4	1 - 2	4 - 11	3 - 8	2 - 7	1 - 4
Elements II	5 - 10	2 - 5	1 - 3	1 - 3	1 - 2	3 - 8	2 - 6	2 - 5	1 - 3
Reading Readiness	13 - 26	4 - 11	-	-	-	7 - 19	-	-	-
Reading Level 1	10 - 24	3 - 11	2 - 8	2 - 6	1 - 4	5 - 18	4 - 13	3 - 11	2 - 6
Reading Level 2	15 - 27	5 - 12	3 - 9	3 - 7	2 - 4	8 - 20	6 - 15	5 - 12	3 - 7
Reading Level 3	6 - 19	1 - 9	1 - 7	1 - 5	1 - 3	2 - 15	2 - 11	1 - 9	1 - 5
Reading Comprehension	NA**	-	-	-	-	-	-	-	-

*These tables show the interquartile ranges (25th - 75th percentile) for use time, based on a large sample of Fast ForWord participants who earned either a Switch or Complete flag.

**Time to finish *Fast ForWord Reading Comprehension* will be made available once sufficient data is available.

Intervention that Strengthens Reading

