Introduction

As your students work in Fast ForWord, it is possible some students may struggle in certain exercises. The Results tab in MySciLEARN will identify these struggling students with an alert flag. To see these flags, login to MySciLEARN, go to the Results tab, and select All Students or a specific group. If a student begins to struggle in one or more exercises, you will see the word Intervene under the status column on the Implementation Success Report. If you are viewing the Percent Complete Report, you will see a red flag next to each exercise percentage if the student is not progressing as expected in that exercise. You may click the word Intervene or the red flag to access timely interventions to help the student move forward.

This Student Success Guide contains all the interventions that you can access from the alert flags for Reading Level 5. A Student Intervention Guide for each product is available from the Resource Library. We have designed these interventions for you, the teacher or Fast ForWord coach, who is working directly with the students. The interventions contain the following information:

- Exercise descriptions
- A general framework for working with struggling students
- Using the student data to identify areas for improvement
- One-on-one and small group intervention ideas

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Simple Steps to Student Success

What Causes Intervention Flags?
When a student does not make expected gains over time, you will see the word Intervene appear next to the student’s name on the Implementation Success Report. You will also see a red alert flag appear next to each exercise percentage on the Percent Complete Report. Both of these reports are located on the Results tab in MySciLEARN using the menu in the upper left hand corner.

Resolving Intervention Flags is Critical to Student Success!
Intervene flags will prevent students from receiving a switch or complete flag and a follow up RPI assessment (while using Auto-Assign). Motivation may become an issue for students with Intervene flags.

Determine Why Students are Receiving Intervene Flags
After looking at the Implementation Success Report or Percent Complete Report to see which students are struggling, follow the steps below and use the rest of the interventions in this guide to help your students move forward.

Check the Equipment
Ensure that headphones are working properly?
Check volume level.
Is the mouse working correctly?
Are keyboard shortcuts working correctly?

Check for Understanding
Ask student to explain the exercise to you.
Do they understand the expectations of the exercise?
Do they understand how to use the mouse or keyboard?
Ask: “Can you tell me what this exercise wants you to do?”

Listen with the Student
Listen in with student (We recommend a stereo audio splitter that enables you to plug in two headsets into the computer).
Listen to what they hear.
Ask the student to tell you what they hear.
Naming sounds can be helpful as well.
Help students understand the difference between sounds that are the same and those that are different.

Select a Specific Intervention
This guide includes interventions for specific exercises.
Make the interventions easy for the student to understand.
Work with your students until they start experiencing success.
If one intervention doesn’t work, try another one in this guide.
Go to the Resource Library and enter the name of the exercise to see more intervention ideas for that exercise.

Monitor for Success
Verify your students are following the protocol (you can use the daily usage report to check this).
Let them work on the exercise for a couple of days.
Review the group level Percent Complete report to see if your students are showing improvement.
Congratulations your students on their hard work.

If you need further assistance please see contact options for our Global Support Team at https://www.scilearn.com/company/contact-us/
Toad Loader

The student is having difficulty with the word exercise Toad Loader. In this exercise, the student selects sentence segments to correctly build a sentence that describes an illustration. Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word motivation for resources on keeping students motivated. You may also search for Toad Loader or Reading Level 5 to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Sit with the Student During the Exercise

Resources: None
Activity: Observe the student as he or she completes the exercise. Discuss the different sentence fragments to determine which one best describes the picture being displayed.

Understanding the Completion Report Details

Resources: MySciLEARNU Reports
Activity: The Completion Report Details will tell you if the student has met the goal to advance from one level to the next. In Toad Loader, the student must correctly complete 100% (4 of 4) of the sentences for each structure Level 1. For subsequent levels, the student must correctly construct 89% or 90% (either eight of nine, or nine of 10) of the sentences for each structure. If the goal is not met after three attempts, the student goes to the next level and will eventually come back to any level that was not mastered.

To access this report, go to the Results tab in MySciLEARNU, Select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Toad Loader to see to see which levels have not been completed. Red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.
Use Error Reports

Resources: MySciLEARN Reports

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Toad Loader to see a record of all the sentences the student has missed. Identify the questions the student has missed consistently. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

The Error Report for this exercise shows you a summary with the total number of questions missed for the 15 grammatical structures this exercise focuses on. After the summary is a record of all the sentences the student missed, including the correct sentence fragment.

The Reading Level 5 Teacher Manual contains all 15 grammatical structures and the sentences for each level. You may find it useful to use the Teacher Manual as a resource to help the student with the paragraph and passage ordering task.

Snail Mail (One-on-one Activity or Small Group/Classroom Activity)

Resources: Sentences (perhaps from a fun letter or story) printed or written on strips of paper and cut into segments (between words)

Activity: Model putting the sentence segments in order, reading the sentence aloud as you build it. Think aloud as you demonstrate making a few mistakes and self-correcting them. Then have a student practice what you modeled. Have the student explain why some orders work (possibly more than one) and some do not. Variation: For a more basic activity, have students sequence pictures that tell a story. Comic strips are useful for this activity.
Wood Works

The student is having difficulty with the word exercise Wood Works. In this exercise, the student sorts words into phoneme-based and spelling-based categories. Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Wood Works or Reading Level 5 to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Listen to the Student During the Exercise

Resources: Y-jack splitter attached to the student’s headset and a second headset so you can listen in as the student works.

Activity: Listen with the student as he or she completes Wood Works. Determine if the student needs additional help learning the material presented in this exercise or if the student needs to continue working on attention skills. Please note the student may click the small speaker next to each sorting category to hear an example.

Understanding the Completion Report Details

Resources: MySciLEARN Reports

Activity: The Completion Report Details will tell you if the student has met the goal to advance from one level to the next. In Wood Works, the student must answer at least 90% of the questions correctly in order to move to the next processing level. If the goal is not met after three attempts, the student goes to the next level and will eventually come back to any level that was not mastered.

To access this report, go to the Results tab in MySciLEARN, Select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Wood Works to see which levels have not been completed. Red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.
Use Error Reports

Resources: MySciLEARN Reports

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Wood Works to see a record of all the sentences the student has missed. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

Identify the category and the specific words the student is missing consistently. For example, the category "Consonant sounds with many spellings" focuses on the sound /ng/ which is used in the word function. Have the student practice pronouncing and spelling these words.

Spelling Pattern Hunt (One-on-one Activity or Small Group/Classroom Activity)

Resources: Information from each student’s Error Report; writing material; word source (article, pages from a textbook, dictionary)

Activity: Identify four spelling patterns the student is struggling with. Have each student divide a sheet of paper into four columns and write one of their problem spelling patterns at the top of each column. Using the word source, students should find 10 words that use each spelling pattern (less for uncommon spelling patterns like [ue]) and write them in the columns. Does a spelling pattern always represent the same sound? Ask the student to identify and explain the different sounds made by each spelling pattern. Variation: This task could be done very quickly by searching an online dictionary. In this case you may want to extend the activity by having the student write their own sentences using the words, or having two students combine their word lists and give each other spelling quizzes.

Sawing Logs: Syllables and Sounds (One-on-one Activity)

Resources: List of two, three, and four syllable words; writing material

Activity: For students struggling with the sound-sort portion of Wood Works, especially at the advanced level, the problem may be decoding long words accurately. Provide a mini-lesson in using syllabication to facilitate decoding. Say a few multisyllabic words slowly several times, and then clap out the syllables. Model how to find and mark syllable boundaries in unfamiliar words and have students practice this skill.
Gator Jam

The student is having difficulty with the word exercise Gator Jam. In this exercise, the student completes analogies where one of the four terms of the analogy is missing. Later, the student rereads the completed analogies and sorts them based on the type of analogical relationship illustrated. Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard?

Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Gator Jam or Reading Level 5 to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Sit with the Student During the Exercise

Resources: None

Activity: Observe the student as he or she completes the exercise. Determine if the student needs additional help learning the material presented in this exercise or if the student needs to continue working on attention skills.

Understanding the Completion Report Details

Resources: MySciLEARNU Reports

Activity: The Completion Report Details will tell you if the student has met the goal to advance from one level to the next. In Gator Jam, the student must answer at least 90% of the questions correctly in order to move to the next processing level. If the goal is not met after three attempts, the student goes to the next level and will eventually come back to any level that was not mastered.

To access this report, go to the Results tab in MySciLEARNU, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Gator Jam to see to see which levels have not been completed. Red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.
Use Error Reports

Resources: MySciLEARN Reports and Reading Level 5 Teacher Manual

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Gator Jam to see a record of all the analogies the student has missed. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

The Error Report for this exercise is broken up into three sections: Summary by analogy type, Summary by morpheme and key word, and a list of the analogies with keyword in parentheses. The first two sections give you the total number of trials missed for each Analogy Type or Morpheme and Key Word, while the list of analogies allows you to identify the sentences the student has missed consistently. You will want to make sure the student understands each Analogy Type and analyzing the Error Report will also help you determine if the student is having trouble with some of the vocabulary words. The Reading Level 5 Teacher Manual contains all the analogy types and sentences for this exercise.

Vocabulary Detective (One-on-one Activity or Small Group/Classroom Activity)

Resources: Information from each student’s Error Report; writing material

Activity: Identify words the students are struggling with. Provide each word in the context of a sentence, and then ask students to define that word and explain how the context sentence helped them get the meaning. Variation: Have each student look up their own error words in the dictionary and write down at least three things they know about each word (e.g., part of speech, synonym, what it is used for or made of, meaning of root words).

Gator Jam Jeopardy (Small Group/Classroom Activity)

Resources: Create a large chart similar to a Jeopardy board (could be on chalkboard). At the top of each column, have titles that correspond to Gator Jam categories (e.g., synonym, antonym, etc.). Under each title, have subtitles such as $20, $30, $40, etc. Create a guide card with easier and harder pairs of Gator Jam words (or different vocabulary words that show the same relationships) organized to correspond with the titles and subtitles on the Jeopardy board (i.e., harder vocabulary earns more “$”). The teacher keeps the guide card and uses it to lead the game.

Activity: Students are divided into teams. Teams select a category and subtitle to work on. When the teacher reads the word or phrase that corresponds to the category and subtitle, the students must provide the corresponding word (or another word that works) in a question format. For example, if the category was Antonyms for $30, the teacher might call out the word “cowardly” and the team’s response should be “What is the opposite of brave?” Variation: Students may be given a list of keywords that they must use in their questions.
Lana’s Lanes

The student is having difficulty with the word exercise Lana’s Lanes. There are three stages in this exercise. In Stage 1, the student reads a passage and answers comprehension questions about the passage. The student clicks the response that best answers the question. If the student answers incorrectly, the passage and question are presented again, with previously selected answers no longer available and fewer points are awarded for a correct response.

In Stage 2, the student works on one of the following tasks designed to reinforce strategies for improved text comprehension: choose a diagram, Fill in a graphic organizer, choose a summary, build a summary.

In Stage 3, the graphic organizer or summary worked on in the earlier stages is displayed on the screen. The student uses the information presented to answer comprehension questions about the passage by clicking the response that best answers the question.

Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Lana’s Lanes or Reading Level 5 to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Understanding the Completion Report Details

Resources: MySciLEARN Reports

Activity: In Lana’s Lanes, only the strategy comprehension questions in Stage 3 are evaluated for advancement. For each passage within a level, the student must answer four out of five questions correctly (or 3/3 if only three questions are available). At the end of the level, any passages for which the criteria were not met are repeated. If the student meets the criteria for all passages within the level, the student advances to the next level. If the goal is not met after three attempts, the student goes to the next level and will eventually come back to any level that was not mastered.

To access this report, go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Lana’s Lanes to see which levels have not been completed. Red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.
Sit with the Student During the Exercise

Resources: None

Activity: Observe the student as he or she completes the exercise. Determine if the student needs additional help learning the material presented in this exercise or if the student needs to continue working on attention skills.

Use Error Reports

Resources: MySciLEARN Reports and Reading Level 5 Teacher Manual

Activity: The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Lana’s Lanes to see a record of all the sentences the student has missed. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

The Error Report for this exercise shows you a summary with the total number of questions missed for Passage Comprehension Questions, Comprehension Strategy Tasks, and Comprehensions Strategy Questions along with the specific questions that were missed.

The Reading Level 5 Teacher Manual contains all the Comprehension Strategy Tasks such as filling in a diagram or filling in a flowchart or timeline along with all the passages and questions. You may need to assist the student with conceptualizing these different Comprehension strategies in order correctly fill in the information.

Lana’s Brainstorming Session (One-on-one Activity or Small Group/Classroom Activity)

Resources: Chalkboard

Activity: List several different topics on the board and let the students select one they find interesting. Write the chosen topic down and have students share information they know about the topic. Make notes about what the students share and work with them to build a concept web mapping their knowledge. Variation: Have students translate the information in the concept web into a paragraph or two.

Lana’s Loopy Logic (One-on-one Activity or Small Group / Classroom Activity)

Resources: Create circles of different sizes out of tag board or cardboard. Label one large and one small circle with each of the terms that will be used to demonstrate all, some, or none (for example: Cats, Kittens, Pets, Dogs, Puppies and Poodles). Create title cards such as: “All puppies are dogs,” “Some pets are poodles,” and “No poodles are cats.”

Activity: Have the students use the cards to create diagrams that demonstrate the statements on the title cards. Variation: Give students the circles without the title cards. Model the process of creating different diagrams and then checking to see if they are true (should be concepts the students are familiar with or can easily check). Have them continue this process, drawing the diagrams, writing out what they mean, and/or classifying them as true or false.
Quack Splash

The student is having difficulty with the word exercise Quack Splash. In this exercise, the student is given a passage which is divided into four chapters. The student works through the following three stages to complete the passage.

Stage 1 - Build the Paragraphs: The student builds the paragraphs of each page of a chapter by selecting missing text to complete a paragraph and correctly re-ordering the sentences of a scrambled paragraph.

Stage 2 - Build the Page: The student builds each page of the chapter by correctly reordering the paragraphs of a scrambled page.

Stage 3 - Answer Questions: The student is presented with the entire chapter for review and then answers comprehension questions about the chapter.

Make sure the student clearly understands the task of the exercise. Ask the student to explain the exercise to you. Do they understand the expectations of the exercise? Do they understand how to use the mouse or keyboard? Ask: “Can you tell me what this exercise wants you to do?”

Once the student demonstrates an understanding of the task, use the interventions below as a way to build the skills necessary to succeed in this exercise. If the difficulty appears to be motivation, please go to the Resource Library under the SciLEARNU tab and search for the word “Motivation” for resources on keeping students motivated. You may also search for Quack Splash or Reading Level 5 to locate the Teacher Manual and additional resources in the Resource Library.

One-on-one Interventions

Sit with the Student During the Exercise

Resources: None

Activity: Observe the student as he or she completes the exercise. Determine if the student needs additional help learning the material presented in this exercise or if the student needs to continue working on attention skills.

Understanding the Completion Report Details

Resources: MySciLEARNU Reports

Activity: The Completion Report Details will tell you if the student has met the goal to advance from one level to the next. In Quack Splash, the student must meet the criteria in the table below for advancement for all stages in each chapter within the level. Quack Splash repeats all chapters for which the criteria were not met. If the goal is not met after three attempts, the student goes to the next level and will eventually come back to any level that was not mastered.
To access this report, go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Below the Completion History Graph you will find the Completion Report Details. Click the yellow arrow next to Quack Splash to see which levels have not been completed. Red bars indicate the goal was not met. Two green bars indicate the student is currently working through the level. A checkmark indicates the student met the goal. This information is located on a key by clicking the question mark symbol to the right of the Completion Report Details.

Use this information to determine how close the student is to achieving the goal and then go to the next section below on Error Reports to see which questions the student is missing.

**Use Error Reports**

**Resources:** MySciLEARN Reports and Reading Level 5 Teacher Manual

**Activity:** The Error Reports provide a wealth of information to help you pinpoint areas a student needs to work on. Go to the Results tab in MySciLEARN, select All Students or a specific group, and click on the student’s name to pull up the Progress History Report. Scroll to the bottom of the screen to locate the Error Reports. Open Quack Splash to see a record of all the sentences the student has missed. This record is based on the date range. If a student has worked for longer than four weeks, you will need to expand the date range to include all days worked if you wish to see all the errors since the student started working.

The Error Report for this exercise shows you a summary with the total number of questions missed for Paragraph Completion, Sentence Ordering, Paragraph Ordering along with a summary of the Passage Comprehension by question types. After the summary is a record of all the paragraphs the student missed along with the missing word or sentence in parentheses for each level. Additionally, there is a record of all comprehension questions the student missed, including the correct answer.

The Reading Level 5 Teacher Manual contains all the paragraphs and questions for each level. You may find it useful to use the Teacher Manual as a resource to help the student with the paragraph and passage ordering task.
The Orderly Duck (One-on-one Activity or Small Group/Classroom Activity)

Resources: Short stories; writing material

Activity: First, have students describe their morning routines (either aloud or in writing). Discuss the order of these events, whether they described their routines in order, and how important sequencing is to some events (e.g., dressing after you shower, shoes after socks, finding your homework before the bus arrives). Later, have students read a story and write out the sequence of important events from the story. Discuss the importance of sequencing events in a story.

Water Wings for Words (One-on-one Activity or Small Group/Classroom Activity)

Resources: Learner-generated word lists; writing material; dictionaries

Activity: Ask all students to jot down words they are finding difficult in Quack Splash. If a student is struggling because many vocabulary terms are difficult, have that student research their own problem words. For nouns and verbs, the student should look up and write down a definition. For adjectives and adverbs, the student should write down several synonyms and antonyms. Variation: For words that have multiple synonyms/antonyms, have students order the words in terms of strength. For example: “worthless, adequate, beneficial, valuable, priceless” (hint: put antonyms on each end).