



















**Foundations I Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum. These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Cognitive Skills Developed	Targeted Language and Reading skills
<b>Sky Gym</b> 	Identify a sequence of sound sweeps by clicking corresponding buttons.	<ul style="list-style-type: none"> <li>Working memory &amp; visual symbol-sound associations from long-term memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> <li>Sequencing ability</li> </ul>	<ul style="list-style-type: none"> <li>Listening memory</li> <li>Auditory Sequencing</li> </ul>
<b>Moon Ranch</b> 	Click to hear a repeated sound. Click the animal when the sound changes.	<ul style="list-style-type: none"> <li>Working memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> </ul>	<ul style="list-style-type: none"> <li>Phonological fluency</li> <li>Phonological memory</li> </ul>
<b>Hoop Nut</b> 	Listen to a target sound. Click on the character that presents the same sound.	<ul style="list-style-type: none"> <li>Working memory</li> <li>Focused attention</li> <li>Auditory processing</li> </ul>	<ul style="list-style-type: none"> <li>Phonological accuracy</li> <li>Phonological fluency</li> <li>Phonological memory</li> </ul>
<b>Whalien Match</b> 	Match sounds represented by a grid of whale-like aliens by clicking on one Whalien and finding another with the identical sound.	<ul style="list-style-type: none"> <li>Auditory &amp; visual spatial working memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> </ul>	<ul style="list-style-type: none"> <li>Auditory word recognition</li> <li>Phonological accuracy</li> <li>Phonological fluency</li> <li>Phonological memory</li> </ul>
<b>Robo-Dog</b> 	Listen to a word and then click the corresponding picture.	<ul style="list-style-type: none"> <li>Working memory &amp; visual symbol-sound associations from long-term memory</li> <li>Focused attention</li> <li>Auditory processing</li> </ul>	<ul style="list-style-type: none"> <li>Auditory word recognition</li> <li>Phonological accuracy</li> <li>Phonological fluency</li> <li>Vocabulary</li> </ul>
<b>Ele-Bot</b> 	Listen to a sentence and then click the picture that most accurately represents it.	<ul style="list-style-type: none"> <li>Working memory &amp; visual symbol-sound associations from long-term memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> <li>Sequencing ability</li> </ul>	<ul style="list-style-type: none"> <li>English Language Conventions</li> <li>Vocabulary</li> <li>Listening accuracy</li> </ul>
<b>Space Commander</b> 	Follow verbal instructions to identify and manipulate objects of various colors, shapes, and sizes.	<ul style="list-style-type: none"> <li>Working memory</li> <li>Listening accuracy</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> <li>Sequencing ability</li> </ul>	<ul style="list-style-type: none"> <li>Following directions</li> <li>Listening accuracy</li> </ul>



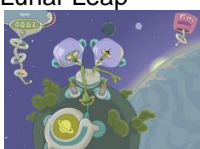


**Fast ForWord Foundations II Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum. These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Cognitive Skills Developed	Targeted Language and Reading skills
<b>Jumper Gym</b> 	Identify a sequence of sounds by clicking buttons that correspond to the sound sweeps.	<ul style="list-style-type: none"> <li>Working memory &amp; visual symbol-sound associations from long-term memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory processing</li> <li>Sequencing ability</li> </ul>	<ul style="list-style-type: none"> <li>Auditory Sequencing</li> <li>Advanced listening accuracy</li> </ul>
<b>Polar Planet</b> 	Listen to a target word pronounced. As a series of similar words are pronounced, select the target word when it is presented again.	<ul style="list-style-type: none"> <li>Working memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory, visual, &amp; cross-modal processing</li> </ul>	<ul style="list-style-type: none"> <li>Word analysis</li> <li>Phonological fluency</li> </ul>
<b>Tomb Trek</b> 	Listen to a target word pronounced. Click on the scroll that presents the target word.	<ul style="list-style-type: none"> <li>Working memory</li> <li>Focused attention</li> <li>Auditory, visual, &amp; cross-modal processing</li> </ul>	<ul style="list-style-type: none"> <li>Word analysis</li> <li>Phonological memory</li> <li>Phonological accuracy</li> </ul>
<b>Paint Match</b> 	Match words in a grid of paint tubes by clicking on one paint tube and finding another paint tube with the identical word.	<ul style="list-style-type: none"> <li>Auditory &amp; visual spatial working memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory, visual, &amp; cross-modal processing</li> </ul>	<ul style="list-style-type: none"> <li>Word analysis</li> <li>Phonological accuracy</li> <li>Phonological fluency</li> </ul>
<b>Cosmic Reader</b> 	Listen to a story and <ul style="list-style-type: none"> <li>Answer questions that relate to the story presented</li> <li>Identify the picture that has the most accurate representation of the sentence</li> <li>Follow verbal instructions to identify and manipulate objects of various colors and size</li> </ul>	<ul style="list-style-type: none"> <li>Working memory &amp; visual symbol/sound associations from long-term memory</li> <li>Sustained &amp; focused attention</li> <li>Auditory &amp; linguistic processing</li> <li>Sequencing ability</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>English Language conventions</li> <li>Listening comprehension</li> <li>Following directions</li> </ul>

**Fast ForWord Literacy Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum. These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.







Exercise	Task/Theme	Cognitive Skills Developed	Targeted Language and Reading skills
<b>Space Racer</b> 	Listen to a sequence of 2 tonal sweeps. Identify each sweep in the sequence by clicking the up and down arrows in the same sequence in which the sounds are presented.	<ul style="list-style-type: none"> <li>Memory – hold a sound sequence in working memory while recalling visual symbol-sound associations from long-term memory.</li> <li>Attention – focused attention</li> <li>Processing – auditory processing of tonal sweeps</li> <li>Sequencing – identify and reproduce the sequence of rapidly presented sound pairs.</li> </ul>	<ul style="list-style-type: none"> <li>Listening accuracy</li> <li>Auditory sequencing</li> </ul>
<b>Galaxy Goal</b> 	Listen to a series of sounds and click on the soccer ball when the sound changes.	<ul style="list-style-type: none"> <li>Memory – hold the prior syllable in working memory while comparing it to the current syllable.</li> <li>Attention – sustain attentional focus while monitoring a stream of syllables for a change from a repeated sound to a novel sound.</li> <li>Processing – auditory processing of syllables at the level of individual phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Phonological fluency</li> <li>Phonological memory</li> <li>Sustained attention</li> </ul>
<b>Spin Master</b> 	Listen to a target syllable. Then watch and listen as the Spin Master's two turntables each light up and play a syllable, in turn. Click the turntable that plays the targeted syllable.	<ul style="list-style-type: none"> <li>Memory – hold a target phoneme in working memory while comparing it to two alternate phonemes to find the matching one.</li> <li>Attention – focused attention</li> <li>Processing – auditory processing of phonemes for identification.</li> </ul>	<ul style="list-style-type: none"> <li>Phonological fluency</li> <li>Phonological memory</li> <li>Sustained attention</li> </ul>
<b>Lunar Tunes</b> 	Match a pair of speakers that play the same word or syllable by clicking on one speaker and then clicking on the other speaker in the pair. Re-click the first speaker to confirm the match.	<ul style="list-style-type: none"> <li>Memory – uses auditory and visual-spatial working memory to locate matching syllable or word pairs in a grid.</li> <li>Attention – focused and sustained attention</li> <li>Processing – auditory processing of syllables and visual spatial processing of locations associated with sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Auditory word recognition</li> <li>Phonological fluency</li> <li>Phonological memory</li> <li>Phonological accuracy</li> </ul>
<b>Star Pics</b> 	Listen to a target word and view 4 pictures. Click the picture that best represents the target word.	<ul style="list-style-type: none"> <li>Memory – hold a word in working memory while retrieving picture-word associations from long-term memory.</li> <li>Attention – focused attention</li> <li>Processing – auditory processing of words at the level of phonemes and linguistic processing of words at the level of semantics</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Auditory word recognition</li> <li>Phonological accuracy</li> <li>Phonological fluency</li> </ul>
<b>Stellar Stories</b> 	Listen to a story and answer comprehension questions about the story. Listen to sentences and select the pictures that best represent the sentences. Listen to instructions and manipulate one or more objects as instructed.	<ul style="list-style-type: none"> <li>Memory – hold a statement or question in working memory while retrieving picture-concept associations from long-term memory and identifying the best match or answer.</li> <li>Attention – focused and sustained attention</li> <li>Processing – auditory, visual, and linguistic processing of orally and visually presented stories for meaning and comprehension.</li> <li>Sequencing – using word order to comprehend simple and complex statements and instructions and organizing a response that follows the specified sequence of actions.</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Following directions</li> <li>English Language conventions</li> <li>Vocabulary</li> </ul>

**Fast ForWord Literacy Advanced Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum. These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Cognitive Skills Developed	Targeted Language and Reading skills
<b>Sky Rider</b> 	Identify and remember the number and order of a series of frequency-modulated sound sweeps, and indicate the pattern just heard.	<ul style="list-style-type: none"> <li>Memory – hold a sound sequence in working memory while recalling visual symbol-sound associations from long-term memory</li> <li>Attention – focused and sustained attention</li> <li>Processing – auditory processing of tonal sweeps</li> <li>Sequencing – requires identifying and reproducing the sequence of rapidly presented set of tonal sweeps</li> </ul>	<ul style="list-style-type: none"> <li>Advanced listening accuracy</li> <li>Auditory sequencing</li> </ul>
<b>Meteor Ball</b> 	Listen to a spoken target word, then select the target word from a series of phonologically similar words that are spoken and presented as text.	<ul style="list-style-type: none"> <li>Memory – hold a target word in working memory while comparing it to a series of spoken and written words to find the one that matches.</li> <li>Attention – sustain attentional focus while monitoring a stream of words for a target word.</li> <li>Processing – <ul style="list-style-type: none"> <li>Auditory processing of words at the level of individual phonemes</li> <li>Visual processing of letters and written words</li> <li>Cross-modal processing of phoneme-grapheme associations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Word recognition</li> <li>Sustained attention</li> </ul>
<b>Lunar Leap</b> 	Using auditory and visual cues, match spoken words with written and spoken words that are phonetically similar.	<ul style="list-style-type: none"> <li>Memory – hold a target word in working memory while comparing it to two, phonologically similar alternate words to find the matching one.</li> <li>Attention – focused attention</li> <li>Processing – <ul style="list-style-type: none"> <li>Auditory processing of phonemes for identification</li> <li>Visual processing of letters and written words</li> <li>Cross-modal processing of phoneme-grapheme associations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Word recognition</li> </ul>
<b>Laser Match</b> 	Using both auditory and visual cues, match pairs of written and spoken words in grids of varying sizes.	<ul style="list-style-type: none"> <li>Memory – uses auditory and visual-spatial working memory to locate matching word pairs on a grid</li> <li>Attention – focused and sustained attention</li> <li>Processing – <ul style="list-style-type: none"> <li>Auditory processing of phonemes for identification and recognition</li> <li>Visual processing of letters and written words</li> <li>Cross-modal processing of phoneme-grapheme associations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Word analysis</li> <li>Phonological memory</li> </ul>
<b>Galaxy Theater</b> 	Exercise includes 3 activities: 1. Listen to a story and answer comprehension questions about the story. 2. Listen to a series of sentences and then select the picture that best represents the sentence. 3. Listen to instructions and manipulate one or more objects as instructed.	<ul style="list-style-type: none"> <li>Memory— hold a statement or question in working memory while retrieving picture-concept associations from long-term memory and identifying the best match or answer</li> <li>Attention—focused and sustained attention</li> <li>Processing—auditory and linguistic processing of orally presented sentences and stories for meaning and comprehension</li> <li>Sequencing—using word order to comprehend simple and complex statements and instructions and organizing a response that follows the specified sequence of actions</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Following directions</li> <li>English Language conventions</li> <li>Vocabulary</li> </ul>









**Fast ForWord Reading Readiness Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum. These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Contents	Targeted Skills
<b>Inside the Tummy</b> 	Click and drag colored shapes into matching shape outlines in pre-defined patterns.	Colored primary shapes	<ul style="list-style-type: none"> <li>Visual attention skills</li> <li>Eye-hand coordination</li> <li>Pattern recognition</li> <li>Auditory perception</li> <li>One-step directions</li> <li>Computer mouse skills</li> </ul>
<b>Hungry Tummy</b> 	Identify shapes of varying sizes and colors by dragging them to specified locations.	Colored primary shapes, large and small	<ul style="list-style-type: none"> <li>Following one and two-step directions</li> <li>Color, shape, size identification and sorting</li> <li>Verbal decoding</li> <li>Working memory</li> <li>Computer mouse skills</li> </ul>
<b>Packing Pig Goes to Work</b> 	Click the letter that matches the letter that is aurally named.	Upper and lower case alphabet letters	<ul style="list-style-type: none"> <li>Letter-name association</li> <li>Phonological awareness</li> <li>Visual memory</li> <li>Auditory memory</li> <li>Computer mouse skills</li> </ul>
<b>Packing Pig Has Lunch</b> 	Click on matching letters in a grid to clear the grid.	Upper and lower case alphabet letters	<ul style="list-style-type: none"> <li>Letter-name association</li> <li>Phonological awareness</li> <li>Visual memory</li> <li>Auditory memory</li> <li>Computer mouse skills</li> </ul>
<b>Coaster</b> 	Click on roller coaster operator to hear a consonant-vowel syllable pronounced then choose consonant that matches.	Consonant-vowel pairs.	<ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>Phonological awareness</li> <li>Phonemic awareness</li> <li>Auditory perception</li> <li>Auditory memory</li> <li>Computer mouse skills</li> </ul>
<b>Houndini</b> 	Identify word with different target phoneme from other words presented.	Word sets with one word with different first, middle or ending sound.	<ul style="list-style-type: none"> <li>Letter-sound correspondence</li> <li>Phonological awareness</li> <li>Phoneme analysis</li> <li>Auditory perception</li> <li>Auditory memory</li> <li>Computer mouse skills</li> </ul>

**Fast ForWord Reading Level 1 Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum:

- Auditory processing
- Sequencing
- Memory
- Attention






These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.


Exercise	Task/Theme	Contents	Targeted Skills
<b>Bear Bags</b> 	Sort words into phoneme-based categories	Initial consonants, final consonants, short and long vowels	<ul style="list-style-type: none"> <li>• Memory – working memory</li> <li>• Attention – focused attention</li> <li>• Processing – build auditory processing skill by distinguishing speech sounds and learning to recognize their differences</li> </ul>
<b>Magic Rabbit</b> 	Complete words by filling in missing letters or unscrambling letters to spell a word.	CVCs with highly regular spellings(3 letters with and without silent “e”)	<ul style="list-style-type: none"> <li>• Memory – hold a spoken word in working memory while recalling letter-sound associations from long-term memory</li> <li>• Attention – focused attention</li> <li>• Processing – use positional cues to identify a missing letter or reorder the letters of a “scrambled” word</li> </ul>
<b>Flying Fish</b> 	Click the written word that matches a spoken word.	<ul style="list-style-type: none"> <li>• Top 200 high frequency words from Francis &amp; Kucera norms</li> <li>• Top 200 high frequency words from Teacher's Book of Lists (+49)</li> <li>• All K-1<sup>st</sup> grade level Dolch sight words (+28)</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – working memory and long-term memory</li> <li>• Attention – sustain attentional focus while monitoring a stream of possible answers for the correct word</li> <li>• Processing –auditory and visual processing</li> </ul>
<b>Quail Mail</b> 	Sort words into different categories	Basic thematic, linguistic, and descriptive categories of words	<ul style="list-style-type: none"> <li>• Memory – 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</li> <li>• Attention – focused attention</li> <li>• Processing –auditory and visual processing</li> </ul>
<b>Bedtime Beasties</b> 	Select correct word and corresponding picture to complete the sentence.	<ul style="list-style-type: none"> <li>• Core set of common nouns</li> <li>• Punctuation</li> <li>• Capitalization of initial words, names, and the pronoun “I”</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – hold an incomplete sentence in working memory while recalling vocabulary and punctuation rules from long-term memory</li> <li>• Attention – sustained attention</li> <li>• Processing –auditory and visual processing</li> <li>• Sequencing – using word order to comprehend sentences and help identify the missing parts</li> </ul>
<b>Buzz Fly</b> 	Answer questions relating to each passage read aloud by the computer.	<ul style="list-style-type: none"> <li>• K-2 level fiction &amp; non-fiction passages</li> <li>• What, Where, Who, When and Why questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – use both working memory and long term memory to integrate and comprehend passage segments, and to recall the gist and details to answer questions</li> <li>• Attention – use divided attention to listen while reading along; sustain attention across multiple passage segments and questions</li> <li>• Processing –coordinate the auditory and visual processing of two perceptual streams: speech and written text</li> <li>• Sequencing – track temporal and causal event sequences in passages</li> </ul>

**Fast ForWord Reading Level 2 Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum:

- Auditory processing
- Sequencing
- Memory
- Attention

These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Contents	Targeted Skills
<b>Bear Bags: More Lunch</b> 	Help Papa Bear sort words into phoneme-based categories.	Initial consonants, final consonants, short and long vowels	<ul style="list-style-type: none"> <li>• Memory – working memory</li> <li>• Attention – focused attention</li> <li>• Processing – build auditory processing skill by distinguishing speech sounds and learning to recognize their differences</li> </ul>
<b>Magic Bird</b> 	Help bird magician transform words by selecting the missing group of letters to complete a partially spelled word or by matching a partially spelled word with several onsets or rimes to build word families.	Consonant blends and digraphs (e.g. stop, fish) vowel digraphs (e.g. speed), and simple grammatical endings (e.g. fishing).	<ul style="list-style-type: none"> <li>• Memory – hold a spoken word in working memory while recalling letter-sound associations from long-term memory</li> <li>• Attention – focused attention</li> <li>• Processing – auditory and visual processing</li> <li>• Sequencing – use positional cues to identify missing letters</li> </ul>
<b>Fish Frenzy</b> 	Click the written word on the fish that flies by that matches the spoken word.	High frequency vocabulary (includes second 200 most commonly used words in written English and all 2nd and 3rd grade level Dolch list sight words)	<ul style="list-style-type: none"> <li>• Memory – working memory and long-term memory</li> <li>• Attention – sustain attentional focus while monitoring a stream of possible answers for the correct word</li> <li>• Processing – auditory and visual processing</li> </ul>
<b>Ant Antics</b> 	Pick the best choice that describes an aspect of the picture that is presented. This takes place in an anteater classroom setting.	<ul style="list-style-type: none"> <li>• Decodable sentences for independent reading</li> <li>• Building critical reading skills, that vary by sentence structure, sentence length, and reading vocabulary</li> <li>• Either a restricted set of 74 familiar and/or easily decodable Kindergarten level words or an unrestricted set of 1st and 2nd grade level words.</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – use working memory to compare similar phrases and sentences</li> <li>• Attention – focused and sustained attention</li> <li>• Processing – visual processing</li> <li>• Sequencing – use word order and grammar to identify subtle differences in meaning among phrases and sentences</li> </ul>
<b>Leaping Lizards</b> 	Select the correct word to complete the sentence from four text choices. Lizards in a playground provide the backdrop for this exercise.	Vocabulary, punctuation and capitalization: parts of speech morphology	<ul style="list-style-type: none"> <li>• Memory – hold an incomplete sentence in working memory while recalling vocabulary, grammar and punctuation rules from long-term memory</li> <li>• Attention – sustained attention</li> <li>• Processing – visual processing</li> <li>• Sequencing – using word order to comprehend sentences and help identify the missing parts</li> </ul>







<p><b>Dog Bone</b></p> 	<p>Read and/or listen to a passage and answer comprehension questions. The response choices are presented as words or short phrases by dogs in a game show contest.</p>	<ul style="list-style-type: none"> <li>• Grades 1 -3 level fiction &amp; non-fiction passages</li> <li>• What, Where, Who, When and How questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – use both working memory and long-term memory to integrate and comprehend passage segments, recall gist and details to answer questions, and recognize previously heard passages as a support for rereading</li> <li>• Attention – use divided attention to listen while reading along; sustain attention across multiple passage segments and questions</li> <li>• Processing –coordinate the auditory and visual processing of two perceptual streams: speech and written text</li> <li>• Sequencing – track temporal and causal event sequences in passages</li> </ul>
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**Fast ForWord Reading Level 3 Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum:

- Auditory processing
- Sequencing
- Memory
- Attention







These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Contents	Targeted Skills
<b>Scrap Cat</b> 	Help Scrap Cat sort words into categories to improve automatic word recognition and understanding of conceptual relationships.	Semantic, syntactic, phonological and morphological categories	<ul style="list-style-type: none"> <li>• Memory – long-term recall of vocabulary</li> <li>• Attention</li> <li>• Processing – visual</li> </ul>
<b>Chicken Dog</b> 	Complete the written word by choosing the missing letters or letter combinations from five possibilities after Chicken Dog says it aloud.	Consonants, consonant blends, vowels, and vowel digraphs	<ul style="list-style-type: none"> <li>• Memory – long-term recall of sound-letter association as well as working memory</li> <li>• Attention</li> <li>• Processing – auditory and visual</li> </ul>
<b>Canine Crew</b> 	Pair words according to different categories with the road works crew.	Rhymes, synonyms, antonyms, and homophones	<ul style="list-style-type: none"> <li>• Memory – long-term recall of vocabulary and sight-words</li> <li>• Attention – selective attention to process different aspects of the vocabulary presented</li> <li>• Processing – linguistics and visual processing</li> </ul>
<b>Twisted Pictures</b> 	Choose the sentence that most accurately describes the painting that is shown.	Syntactic structures – articles, adjectives, compound words, pronouns, verb tenses, and sentence types	<ul style="list-style-type: none"> <li>• Memory – long term recall of vocabulary and grammatical structures</li> <li>• Attention</li> <li>• Processing –visual</li> <li>• Sequencing – used in sentence comprehension</li> </ul>
<b>Hog Hat Zone</b> 	Complete the cloze exercise selecting the word that correctly fills the gap in the paragraph at the construction site.	Morphology of words: pronouns, auxiliary verbs, suffixes, prefixes, deictic pronouns	<ul style="list-style-type: none"> <li>• Memory – working memory (recall aspects of story to answer questions, comprehension)</li> <li>• Attention</li> <li>• Processing - visual</li> <li>• Sequencing – used in sentence comprehension</li> </ul>
<b>Book Monkeys</b> 	Answer questions that address literal meaning, cause and effect relationships, and inferential comprehension in fiction and non-fiction paragraphs in the library setting.	Literal, causative, and inferential comprehension; vocabulary skills; working memory	<ul style="list-style-type: none"> <li>• Memory – long-term recall of vocabulary, grammatical structures</li> <li>• Attention – visual</li> <li>• Processing</li> <li>• Sequencing – used in sentence comprehension</li> </ul>

**Fast ForWord Reading Level 4 Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum:

- Auditory processing
- Sequencing
- Memory
- Attention




These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.



Exercise	Task/Theme	Contents	Targeted Skills
<b>Hoof Beat</b> 	Choose one word answers to radio show interview questions.	Semantic, phonological, morphological, syntactic and alphabetic categories	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; working memory</li> <li>• Attention – selective attention</li> <li>• Auditory Processing – linguistic, auditory and visual processing</li> <li>• Sequencing – creating words in alphabetical order</li> </ul>
<b>Jitterbug Jukebox</b> 	Spell words on Jukebox keyboard.	Transparent, rule governed, and high frequency irregular words	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; working memory</li> <li>• Attention – selective attention</li> <li>• Auditory processing – auditory and visual processing</li> <li>• Sequencing – correctly ordering selected letters</li> </ul>
<b>Stinky Bill's Billboard</b> 	Fill in missing words from sentences on a Billboard.	Word knowledge (easy and hard words), compound words, prefixes, homophones, and near misses	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; working memory</li> <li>• Attention – selective attention</li> <li>• Processing – linguistic and visual processing</li> <li>• Sequencing – word order</li> </ul>
<b>Lulu's Laundry Line</b> 	Add missing punctuation to paragraphs on the Laundry Alley.	General punctuation rules, commas, capitalization	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; working memory</li> <li>• Attention – selective attention</li> <li>• Processing – linguistics and visual processing</li> <li>• Sequencing – word order and syntax</li> </ul>
<b>Goat Quotes</b> 	Match a headline with a paraphrased headline at the Newsstand.	<ul style="list-style-type: none"> <li>• Simple conjunction (and)</li> <li>• Ellipsis (omission of 1 or more words)</li> <li>• Embedding (that)</li> <li>• Complex noun phrases</li> <li>• Complex verb phrases</li> <li>• Nested prepositional phrases</li> <li>• Morphology of verbs and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; extensive working memory demands that grow progressively</li> <li>• Attention – sustained attention</li> <li>• Processing –linguistic and visual processing</li> <li>• Sequencing – event and logical sequencing</li> </ul>
<b>Book Monkeys: Book Two</b> 	Answer questions about paragraphs in the Monkey Library.	Reading comprehension: <ul style="list-style-type: none"> <li>• Literal</li> <li>• Causative</li> <li>• Inferential</li> <li>• Content &amp; style</li> </ul>	<ul style="list-style-type: none"> <li>• Memory – long-term &amp; extensive working memory</li> <li>• Attention – sustained attention</li> <li>• Sequencing – requirements cover ordering of items based on alphabetical order or temporal order or logical order</li> </ul>

**Fast ForWord Reading Level 5 Scope & Sequence** - The exercises help students strengthen fundamental cognitive skills that are critical to learning across the curriculum:

- Auditory processing
- Sequencing
- Memory
- Attention

These cognitive skills are developed in the context of learning activities that simultaneously help students improve their English language arts and reading skills.

Exercise	Task/Theme	Contents	Targeted Skills
<b>Wood Works</b> 	Read a word, and then sort it by one of the sounds it contains. Later, listen to a word, and then sort it by the spelling pattern needed to correctly spell it.	Easy level vocabulary: 725 unique words, consisting primarily of 4th and 5th grade terms. All words are one or two syllables in length. Hard level vocabulary: 778 unique words, consisting primarily of 5th and 6th grade terms and elementary/ middle school level academic terms. There are 256 academic words among the hard level items, consisting of 100 science terms, 57 math & geometry terms, and 99 social studies & geography terms. All words are two or more syllables in length.	<ul style="list-style-type: none"> <li>• Memory – long-term recall for spelling; working memory to remember target word</li> <li>• Attention - selective attention</li> <li>• Processing – auditory and visual</li> </ul>
<b>Toad Loader</b> 	Select the correct words or phrases to build a sentence that best describes a picture.	460 sentences, each targeting one of the following grammatical structures: attributive/stative, simple negation, infinitival complements to verbs, passive voice, articles, appositives, prepositional phrases, pronouns, subject and object relativization, simple modifiers, compound and complex sentences, and commonly misused verbs. Vocabulary range from easy (4th grade level terms or lower) to hard (6th grade level and academic terms). Sentences range in length from 4 to 24 words and from low to high complexity.	<ul style="list-style-type: none"> <li>• Memory – long-term recall for spelling (working memory to remember target word)</li> <li>• Attention - selectively attending to grammatical features of words and phrases</li> <li>• Processing – using language processing skills to identify written words and phrases and to construct and analyze possible sentences</li> <li>• Sequencing - manipulating word order to build a variety of grammatical sentences</li> </ul>
<b>Gator Jam</b> 	Select an analogy type to work on and complete an analogy by identifying the missing word or words. Later, read a completed analogy, and then sort it by the type of analogical relationship it demonstrates. The analogies are presented by alligators serenading outside a “spooky” house.	Includes 95 key vocabulary words (along with over 1900 context words), each of which is presented in 3 to 6 different analogies. The key vocabulary words cover 27 Latin and Greek morphemes (prefixes, roots, or suffixes) widely used in English (able, auto, cred, dis, en, form, graph, in, inter, ist, ive, ment, meter, mis, phon, port, pre, re, scope, sign, spect, sphere, tele, trans, y, ion, al). Includes twelve analogy types: Synonyms, Antonyms, Weaker and Stronger, Categories, Part to Whole, Grammatical Forms, Features, Locations, Cause and Effect, Creator and Creation, Functions, and Tools.	<ul style="list-style-type: none"> <li>• Memory — exercising long-term memory for vocabulary and working memory for comparing words</li> <li>• Attention — using selective attention for making selections along various linguistic dimensions</li> <li>• Processing — developing fluent access to the multiple relationships among words</li> <li>• Sequencing — recognizing directionality of word relationships</li> </ul>

<p><b>Lana's Lanes</b></p> 	<p>Independently read fiction and nonfiction passages and answer comprehension-check questions by clicking on the correct answer; then complete a strategy task, choosing or completing graphic organizers or summaries. Finally, answer additional comprehension questions using the completed strategy.</p>	<p>38 fiction &amp; nonfiction passages</p>	<ul style="list-style-type: none"> <li>• Memory — using working memory for sentence comprehension and building text level representations in long-term memory</li> <li>• Attention — selectively attending to critical information and sustaining attention across longer passages and question sets</li> <li>• Processing — developing fluency in extracting and integrating meaning from longer text passages</li> <li>• Sequencing — recognizing causal and temporal event sequences in text</li> </ul>
<p><b>Quack Splash</b></p> 	<p>Build multiple-paragraph passages and demonstrate comprehension of the passages by:</p> <ul style="list-style-type: none"> <li>• Selecting the missing sentence or word(s) to complete a paragraph</li> <li>• Re-ordering sentences to build a paragraph</li> <li>• Re-ordering paragraphs to build a passage</li> <li>• Answering comprehension questions about the passage</li> </ul>	<p>20 passages: 8 fiction and 12 nonfiction. The passages within a level are related as though chapters in a story (fiction) or sections of an article (nonfiction). Passages vary in size: ranging from 135 – 945 words in length. Each passage includes some figurative language and questions that relate to figurative language. Vocabulary difficulty: Easy words = 5th grade terms &amp; below from Mogilner. Hard words = 6th grade terms from Mogilner and Academic terms appropriate for Elementary – Middle school. Type of comprehension questions: literal facts &amp; details, figurative language, sequential, inferential/integrative.</p>	<ul style="list-style-type: none"> <li>• Memory — using working memory to hold words and sentences in memory while completing or reorganizing paragraphs.</li> <li>• Attention — sustain attention across multiple steps to accurately complete a longer passage.</li> <li>• Processing — using language skills to selectively process and allocate attentional resources to process grammar and meaning</li> <li>• Sequencing — recognizing and correcting the serial order of scrambled sentences and paragraphs.</li> </ul>