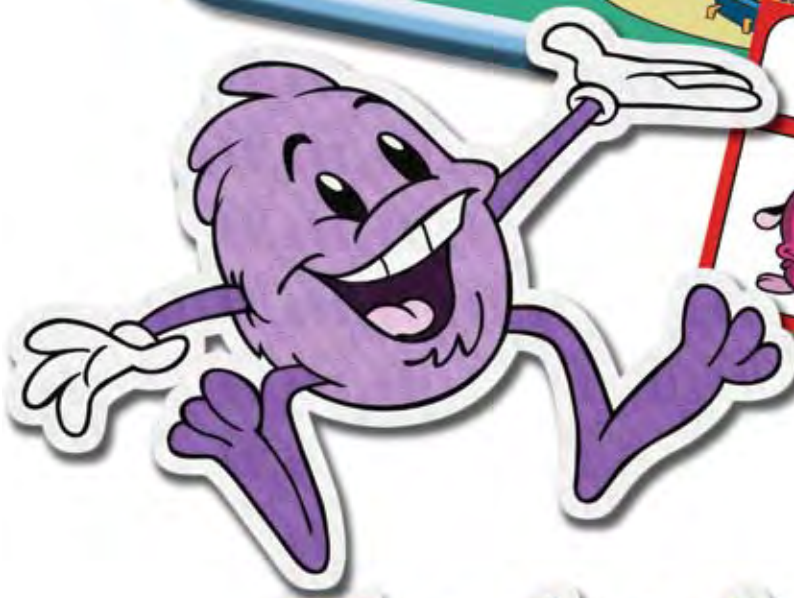


# THE IMAGINATION STATION



## Teacher's Guide



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*The Imagination Station.***

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Because of *The Imagination Station's* continual improvement, some activities, reports, and teacher resources may vary slightly from what you see in this guide.

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# THE IMAGINATION STATION<sup>®</sup>



Reading and  
Intervention  
Program

## Teacher's Guide

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# Table of Contents

## **Introduction to *The Imagination Station***

Welcome to <i>The Imagination Station</i> .....	1
Research and Development Advisory Committee .....	2
<i>The Imagination Station's</i> Reading and Intervention Program.....	3

## **Getting Started**

Teacher and Lab Manager Preparation.....	4
Introduction to Students.....	5
Student Placement.....	6
Ten Simple Steps to Student Success.....	7
Student Log Out .....	8
Ongoing Implementation.....	9
Effective Implementation Checklist .....	11
Logging In to the Istation Web Site .....	12
Managing Student Accounts .....	14
How to Determine Computer Use.....	17
Scheduling Classroom Computer Use.....	18

## **Reports**

Logging In and Accessing Reports .....	20
Benchmark and Progress Monitoring Assessments and Reports.....	22
Priority Report.....	24
Progress Report.....	26
Skill Report.....	27
Usage Report.....	28

## **Teacher Resources**

Using Teacher-directed Lessons.....	29
Using Supplemental Materials.....	30

## **Interactive Curriculum**

Five Essential Reading Areas .....	36
Curriculum Guides .....	41
Foundations Curriculum Overview.....	41
Book List .....	42
Reading Curriculum Overview .....	43
Teaching Cycle Skills .....	44
Decodable Book List.....	49
Read Aloud Book List.....	51
Comprehension Matrix .....	52

## **Technology and Support**

System Requirements.....	53
Installation .....	54
Technology Problem Solving .....	56
Changing the Domain .....	57
Sending Errors Reports to Support Services .....	58
Support Services.....	58



## Welcome to *The Imagination Station*

We know teachers and administrators today face the unprecedented challenge of teaching a diverse student population with widely varying abilities to read. Scientifically based reading research (SBRR) has helped to clarify what students need to learn to become fluent readers. Research has demonstrated students learn best when data is used to inform and individualize their instruction. The problem persists that it is difficult for one teacher to develop and implement individual instructional plans for a typical class of at-risk students.



Recognizing your need for an effective solution and our desire to help, we started istation in 1998. We set the company on a mission to develop a state-of-the-art interactive teaching system using the concepts behind SBRR that would individualize instruction for each student on the computer. The system would also provide reports with explicit skills lessons for teachers that enabled them to easily individualize instruction in the classroom.

Our idea was to use students' interactions with computer-based lessons to assess knowledge, individualize instruction, and generate reports that enabled teachers to easily group and instruct students who need lessons on the same or similar skills. Even as teachers provided small group instruction tailored to individual needs, computer-based lessons would continue to individualize instruction for each student. We believed computer-based instruction aligned with teacher instruction would improve student performance significantly.

To that end, we developed *The Imagination Station*. Aligned to the goals of the 2001 No Child Left Behind Act (NCLB), *The Imagination Station* places a special emphasis on teaching at-risk students and English language learners (ELLs) with limited knowledge of English to read.

Developed using SBRR and with input from the nation's leading education policymakers and reading researchers, *The Imagination Station* teaches students to read by explicitly and systematically differentiating instruction on the computer and in the classroom in the essential areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension.

We hope you and your students enjoy *The Imagination Station* and its results as much as we've enjoyed creating it for you.

Sincerely,

A handwritten signature in black ink, appearing to read 'George Grayson'.

George Grayson  
Chairman and CEO



## Research and Development Advisory Committee

During the design and development of *The Imagination Station*, leading researchers consulting with us included:

**Dr. Marilyn Jager Adams**, Chief Research Scientist at Soliloquy Learning, is internationally regarded for her research and applied work in the area of cognition and education. Recipient of the American Educational Research Association's Sylvia Scribner Award for outstanding research, Dr. Adams' contributions include the landmark book, *Beginning to Read: Thinking and Learning About Print*. She is Senior Literacy Advisor for Instruction for PBS's "Between the Lions" and senior author of "Fox in a Box," an award-winning, standards-based literacy assessment kit.

**Dr. Diane August**, Educational Consultant and Senior Research Scientist at the Center for Applied Linguistics, is currently directing a large federally funded study investigating the development of literacy in English language learners. She is also the Staff Director for the National Literacy Panel on Language Minority Children and Youth. She has been a Senior Program Officer at the National Academy of Sciences and Study Director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students.

**Dr. Douglas Carnine**, Professor of Education at the University of Oregon and Director of the National Center to Improve Tools of Educators. Dr. Carnine works with legislative, state board, business, community, union, and publisher groups to understand and support research-based educational tools for at-risk students. He has written extensively in the areas of teaching Higher Order Thinking, Theory of Instruction, Instructional Strategies for Diverse Learners, and Direct Instruction.

**Dr. David Francis**, Chairman of the Department of Psychology at the University of Houston and Director of the Texas Institute for Measurement, Evaluation, and Statistics, is a recognized authority in the assessment of reading. Current research interests include reading acquisition and the early identification and prevention of reading disabilities, English oracy and literacy development in Hispanic children, and understanding how the brain changes during the learning of language.

## The Imagination Station's Reading and Intervention Program

### Interactive Curriculum

*The Imagination Station*, developed using scientifically based reading research, is a revolutionary Internet-based reading instruction and intervention program that teaches students to read fluently with comprehension. Aligned to the federal No Child Left Behind Act, *The Imagination Station* systematically teaches students as they learn developmentally appropriate skills in the essential reading areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. Progress is continually assessed and instantly published to reports with links to recommended teacher-directed lessons and supplemental materials for small group and individual intervention.

With its comprehensive approach to teaching beginning reading skills, *The Imagination Station* ensures students learn to read on grade level and provides an ideal intervention and prevention for early literacy as well as an intervention program for older students struggling to learn to read.



### The Imagination Station's Indicators of Progress (ISIP™)

*The Imagination Station's* Indicators of Progress (ISIP™) are administered to students periodically while they are participating in *The Imagination Station*. The automated DIBELS Equivalent Benchmark Assessment with Continuous Progress Monitoring screens, diagnoses and delivers differentiated Pre K -3rd grade instruction. The system instantly analyzes data and provides district-wide, school, and teacher benchmark reports that focus on key measures in reading.

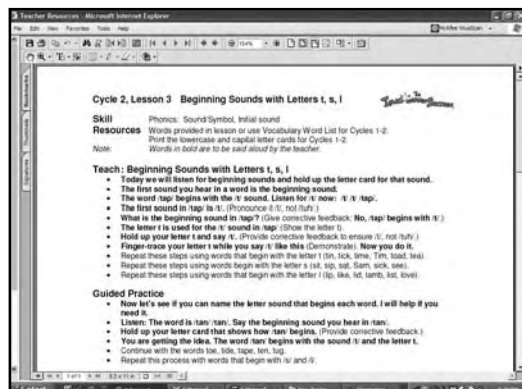
### Reports

Through its continuous assessment system, *The Imagination Station* monitors progress and analyzes patterns of error to determine each student's specific skill strengths and weaknesses while keeping educators informed through easy-to-use, Web-based reports. Student weaknesses identified in the Priority report are linked to recommended instruction in Teacher Resources. In addition to the Priority report, *The Imagination Station* provides educators Progress, Skills, and Usage reports at [www.istation.com](http://www.istation.com).

Kindergarten - D Balfour				
RL Stephenson Elementary				
Priority Report				
as of Thu Aug 28 17:18:28 CDT 2005				
EXCESSIVE LOGOUTS/IDLE TIME				
Name	Status	First Used	Usage (min:sec)	Suggested Action
Hall, Prudence	Y	Mon Aug 22 2005	0:37:47	10 Simple Steps
<input type="checkbox"/> Acknowledge				
PRE-READING: SEGMENTING AND COUNTING				
Name	Status	First Used	Usage (min:sec)	Suggested Action
Breck, Alan	Y	Wed Aug 24 2005	0:00:00	Segment-Count Words, Syllables, Phonemes
<input type="checkbox"/> Acknowledge				
CYCLE 1: LETTERS AND SOUNDS (M, A, P, C)				
Name	Status	First Used	Usage (min:sec)	Suggested Action
Zavala, Sonia	Y	Thu Aug 25 2005	0:00:00	Letters and Sounds
<input type="checkbox"/> Acknowledge				

### Teacher Resources

Using the explicit skills instruction lessons and supplemental materials recommended from *The Imagination Station's* reports, teachers find it easy to tailor instruction for individuals as well as small and whole groups.



## Getting Started

### Teacher and Lab Manager Preparation

#### Prior to Day 1

Access the [www.istation.com](http://www.istation.com) Web site and enter your students' names and their unique District ID numbers. (See *Managing Student Accounts*)

Note: Since your reports reflect the progress and performance of the students in your classroom, you will need to create class accounts prior to the students logging into *The Imagination Station*. Students who were in the program the prior year will not have access until they have been added to your class list. If you taught the same group of students last year, you will need to create a class list to verify the group.

After creating your class accounts and clicking Process, print your students' Login cards. (See *Managing Student Accounts*)

Develop and post a schedule to accommodate students using *The Imagination Station* at least three 30-minute sessions per student per week. (See *Scheduling Classroom Computer Use* for a blank schedule.)

Place Login cards in a file box beside the computers in the classroom and in the computer lab. Login cards must be easily accessible for students.

Check headsets to make sure they are operable.

If you need assistance, contact istation Support Services at 1-866-883-7323, and press 2 to speak with a technician, or send an email message to [support@istation.com](mailto:support@istation.com).



## Introduction to Students

Introduce students to *The Imagination Station* as a group. Show students the Login screen.



Give an introductory talk to your students similar to the following:

Boys and girls, today we will participate in a fun reading program using the computer. In this program, you will teach *The Imagination Station* to read. Professor Von Gigahertz and his friends will help you. The only requirements are to follow directions, listen carefully, and do your very best work. *The Imagination Station* knows when you click on right or wrong answers, so it is very important to click on your best answer. If you have questions about what to do in the program, be sure to ask me.

### Student Login

1. Use a student's user name and password to demonstrate how to use Login cards and type user names and passwords.  
 Note: You will need to create student accounts prior to the students logging into *The Imagination Station*. Students who were in the program the prior year will not have access until their names have been re-entered.
2. Teach students not to use the Caps Lock key or Shift key when logging in.
3. Demonstrate how to match the capital letter on the Login card with the keyboard letter, how to type a password (displays as stars), and how to click OK.
4. Show students the use of the Green arrow, Chips-n-Bits, the Stop Sign, scrolling over rebus cubes, etc.
5. Assist students in logging into *The Imagination Station*. Stress that it is important for students to use only their account.
6. To log out of the program, direct students to position cursor on the School Bus at the bottom right of the screen, and then click on the Stop Sign.

## Student Placement and Continuous Student Assessment

### Show What You Know

Upon entering the interactive curriculum, students participate in “Show What You Know” activities that collect *The Imagination Station’s* Indicators of Progress (ISIP™). These DIBELS™ Equivalent Benchmark Assessments and Continuous Progress Monitoring provide key measures in reading. District-level, school, and teachers reports are produced on an ongoing basis as the assessments are automatically administered to the student.

The assessment results are also used to help determine an individualized instructional path for each student. As students participate in the “Show What You Know” assessments, observe and refocus them as necessary to optimize their performance and ensure results that accurately reflect what the students know. (See ISIP schedule in Reports section.)

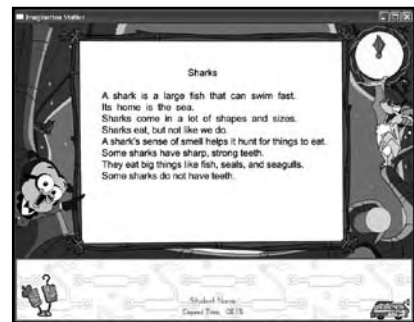
### Show What You Know



Beginning Sound Fluency (BSF)



Phoneme Blending Fluency (PBF)



Timed Reading with Meaning (TRM)

### Scope and Sequence Assessments

Student responses in *The Imagination Station’s* lessons, activities, and embedded assessments are also used to adapt the student’s instructional path, provide teachers a record of student performance, and inform small group intervention through the Priority Report. Skills are assessed in isolation and in context. Instruction is individualized for each student and reported to teachers and administrators.

### Continuous Student Assessments



Letter Recognition



Sound Recognition



Reading with Meaning

## Ten Simple Steps to Student Success

It is important for the teacher to **monitor and redirect** students appropriately to help them maximize their learning in the program. Some students may log out excessively if they do not understand that the program directs the activities rather than the student choosing activities.

If students do not understand what is required of them or they are logging out excessively, use the following **steps with them**:

1. Observe students while they are working in *The Imagination Station*.
2. Sit with a student at the computer to reinforce a skill or discuss performance.
3. Ensure student headphones operate properly. Check the volume level.
4. Unplug the headphones, and refocus the student on the program.
5. Ask the student to repeat the instructions for the current activity. If the student answers correctly, tell the student to listen carefully and continue following directions.
6. If the instructions need to be repeated, ask the student to click Chips-n-Bits, the two-headed robot help character in the lower left-hand corner, to hear instructions again. Ask the student to repeat the directions to you.
7. Determine if the student understands how to follow the directions.
8. If the student does not understand the directions, sit with the student and provide general guidance.
9. If the student is struggling with the activity, model the activity, and have the student demonstrate understanding of the expectations.
10. Remind the student that when clicking on wrong answers, the lessons are taught again. To move through the program quickly and have more fun, click on as many right answers as possible! Tell the student not to click on the Stop Sign until the teacher says to do so.

## Student Log Out

1. Direct students to position the cursor on the **School Bus** at the bottom right of the screen, and then click the **Stop Sign** that displays in the bottom right corner.



2. Direct students to click **Yes** to exit the program or **No** to continue using the program.



3. Direct students to click **Exit** to return to the Login screen to allow another student to log into *The Imagination Station*.

## Ongoing Implementation

Continue these important steps as your students use *The Imagination Station* Reading Program:

1. Observe students and refocus them as necessary to optimize their performance and insure results accurately reflect what the students know.  
  
\*Remember, students are automatically administered the Benchmark and Continuous Progress Monitoring Assessments. Remind students to pay attention and to answer questions as quickly and accurately as possible to assure valid results.
2. Follow the “Ten Simple Steps to Student Success.”
3. Implement *The Imagination Station* with each student for three, 30-minute sessions per week. Additional practice is recommended for students who are at risk for up to five, 30-45 minute sessions per week.
4. Provide personal guidance and redirection to students as needed.
5. Log in at [www.istation.com](http://www.istation.com) using your user name and password.
6. View the Priority Report to identify students who need assistance, are not using the program as recommended, or may require additional intervention.
7. Use Teacher Resources at [www.istation.com](http://www.istation.com) to provide small group and individual explicit instruction.



*Data-Driven  
Individualized Instruction*



*Easy to use Reports and Analysis*



*Recommended  
Teacher-Directed Lessons*



## Ongoing Implementation

Continue these important steps as your students use *The Imagination Station* Reading Program:

1. Implement *The Imagination Station* with each student for three, 30-minute sessions per week. Additional practice is recommended for students who are at risk for up to five, 30- to 45-minute sessions per week.
2. Provide personal guidance for students using the “10 Simple Steps.”
3. Log in at [www.istation.com](http://www.istation.com) using your User Name and password.
4. View the Priority report to identify students who need assistance, are not using the program as recommended, or may require additional intervention.
5. Use Teacher Resources at [www.istation.com](http://www.istation.com) to provide small group and individual explicit instruction.

Remember to **observe students and refocus** them as necessary to optimize their performance and ensure results that accurately reflect what the students know. Follow the “10 Simple Steps” to ensure student success.

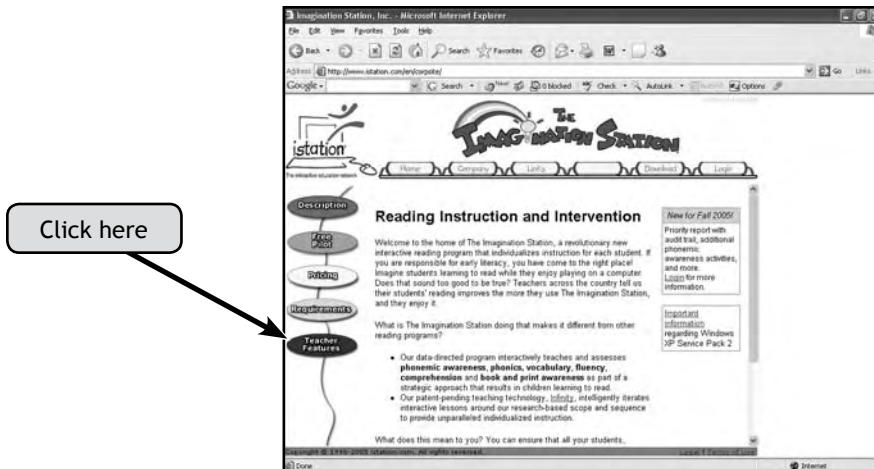
## Effective Implementation Checklist

- 1. Are each of my students logging into their own individual account with their unique User Name and Password?
- 2. Do I have working headsets available for all students?
- 3. Are my struggling students using program for a minimum of 30 minutes, 3 times a per week (90 minutes per week in fall and spring and every day in summer school)?
- 4. Am I checking Priority, Usage, Progress and Skills Reports weekly?
- 5. Do I conduct one-on-one "3 minute conferences" with students who need to be "refocused"?
- 6. Have I used the "10 Simple Steps to Student Success"?
- 7. Am I printing *The Imagination Station* books so that students can read and re-read them at home?
- 8. Have I added and/or removed students on my class list at [www.istation.com](http://www.istation.com)?
- 9. Do I call or email istation Support Services when I have technical problems so I can get assistance?
- 10. What else do I need in order to be successful with *The Imagination Station*?

## Logging Into the istation Web Site

To access *The Imagination Station* reports:

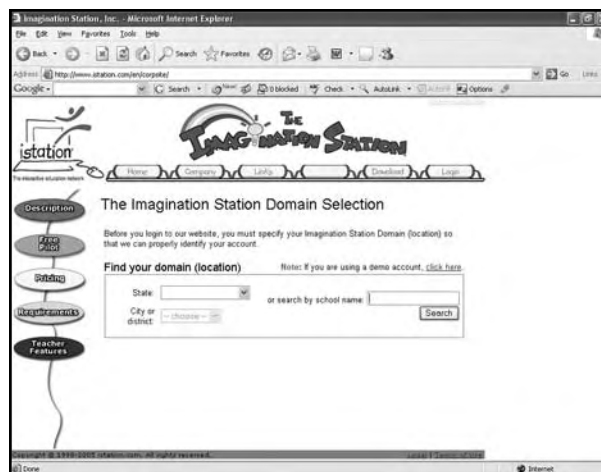
1. From Internet Explorer, go to [www.istation.com](http://www.istation.com).
2. Click **Teacher Features**.



## Selecting Your School Domain

If you are asked to select your school domain, do the following steps:

1. Click the word **Domain** to select your domain (or location).
2. Click the **State** drop down menu, and select your state.



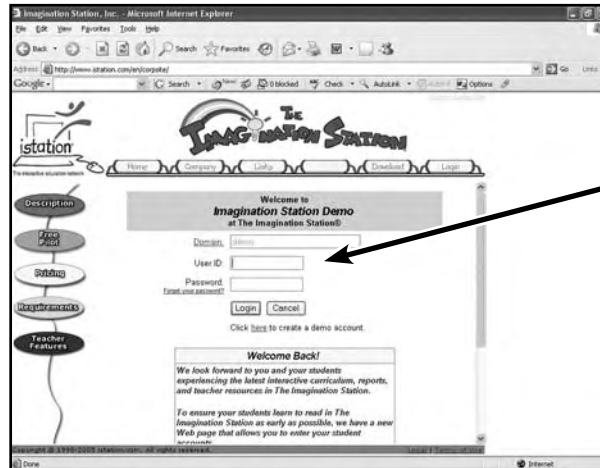
3. Click the **City/District** drop down menu, and select your city or district name if it is not supplied.

If your school exists in our system, your domain name will be automatically supplied, and you will be asked to enter your User Name and Password.



## Logging In

1. Move your cursor to the **User Name** box, and type your User Name (first initial and last name) in lowercase letters.



2. Press **Tab** to move to the next box, and type your **Password**.
3. Click **Login** (or press Enter).

When you log in the first time or from a different computer, you will be prompted to select a new password and confirm it. When you click Change Password, you will receive a Teacher Profile and a link to create a new class. (For more information on creating a new class, view the Managing Student Accounts section of this guide.)

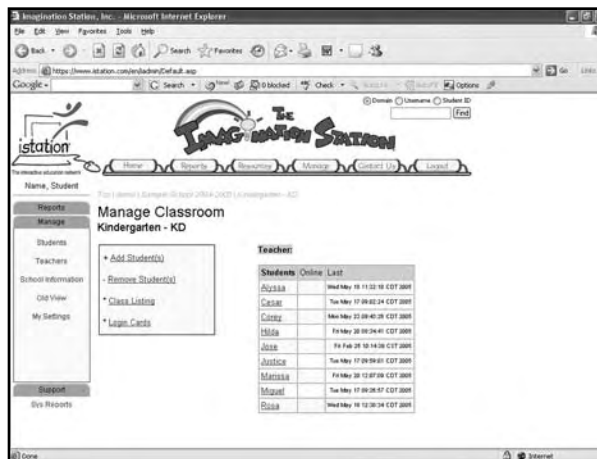
## Managing Student Accounts

Teachers and Lab Managers can create student accounts and add and remove students from a class list. Students who were in the program the prior year will not have access until they have been added to your class list.

### Creating a New Class

After logging in, you will be prompted with a link to create a new class, or the Manage Classroom screen displays.

1. Click the Create a New Class link (if it is displayed on your screen).
2. From the Add Classroom page, select the Grade you teach if you are a teacher. Select the Teacher and Grade if you are a manager.
3. Click Create to begin creating a classroom. If, at any point, you need to return to the Manage Classroom page to add or remove students, view a class listing, or print Login cards, you can click Manage on the left side of the page and then click Students.



## Adding Students

1. Click **Add Students**.

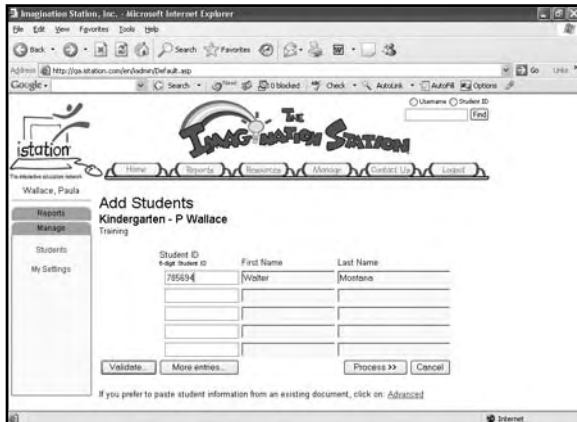
This page allows you to enter your student's **unique IDs** and their first and last names. Clicking in the fields inserts the cursor so you can begin typing. Use the Tab key to move from the ID to the first and last names or the next line.

Notice the following buttons at the bottom of the screen: More Entries, Process, and Cancel.

**More Entries** - To expand the number of fields to enter additional student accounts, click More Entries.

**Process** - To accept your new student accounts, click Process. A list of the accounts you have entered displays on the screen. You will want to check the list and make sure all your entries were accepted.

**Cancel** - Clicking Cancel returns you to the previous Manage Classroom Web page with the Add Students, Remove Students, Class Listings, and Login Cards options. The student information you entered before canceling the operation is not saved.



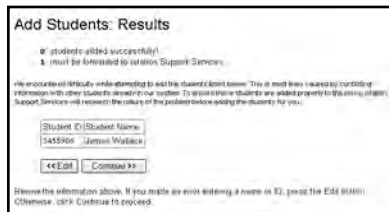
2. Click the **Student ID** field, and enter one of your student's unique IDs.
3. Press **Tab**, and enter the student's first name.
4. Press **Tab**, and enter the student's last name.
5. Click **Process** to see that the student accounts were set up and added to your class list.

Note on Advanced Function: If you prefer to copy student information from an Excel document, you can paste it into the space provided when you click Advanced at the bottom of the page. The spreadsheet should be set up with Student ID information in the first column, the first name in the second column, and the last name in the third column.

## Exceptions

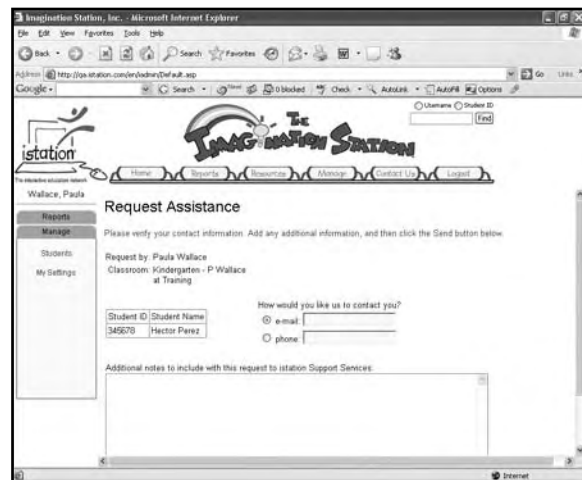
**Invalid Entry** - If the word invalid displays to the left of your entry, then check your student ID number to ensure you entered it correctly.

**Unsuccessful Student Account Creation** - If you receive the following message, one or more of your students was not added successfully. The most likely cause for this is conflicting information with other students already in our system. Review the student ID and name information provided in the message to ensure you have not made an entry error. If you have, then click Edit to validate corrections, and then click Process to create the student account.



If the student information is correct, click Continue to request assistance from Istation Support Services.

Before clicking Send, verify your contact information, and supply the necessary information to contact you (email address or phone number). Add any notes you think may be helpful such as a good time to contact you. You will receive a confirmation code while Support Services researches the conflict, and adds the student(s) for you. Once the conflict has been resolved, you will receive a confirmation of your class.



## Printing Login Cards

1. After setting up your student accounts, click **Manage**, and then click **Students** to view the **Login Cards** option.
2. Click **Login Cards** to display your class's Login cards. Each card contains the student Login name, password, student's last and first name, grade, teacher name, and domain name. (To find out more about domains and how to change them, turn to the Technology and Support section.)
3. Click the **Print Cards** link to print the Login cards.

## Printing Class Listing

1. Click **Class Listing** to view a list of student names and their user names and passwords.
2. Click **Print** from the Internet Explorer File menu to print your class list.

## Removing Students

1. Click **Remove Students**.
2. Click the checkbox next to the student you want to remove from the class, and then click **Remove**.

## Implementation Plan

### Recommended Usage

- PreK - three (3) days per week, 20-30 minutes each session
- Kindergarten and Grade 1 - three (3) sessions per week, 30-45 minutes each session
- Students in need of intervention - three (3) or more sessions per week, 30-45 minutes each session

## How to Determine Computer Usage

### Method

Use the following method to determine the number of students who can be served per week: Determine the number of computers available. Multiply the number of computers by the number of 30-minute sessions available on those computers per day. Multiply by five days per week. Divide by three (three 30-minute sessions per student) to determine the number of students who can be served per week in *The Imagination Station Reading Program*.

Example:

1 computer X 8 30-minute sessions per day X 5 days per week = 40 sessions per week  
 40 total sessions available ÷ 3 sessions per student = 12.4 students served per week on one computer

### Alternative Method

Use the following alternative method to determine computer usage:

Start with the number of students times three 30-minute sessions per week. This gives you the total number of 30-minute sessions needed. Divide the total by five days per week. Divide by the number of computers available to determine the number of sessions needed per day.

Example:

20 students X 3 30-minute sessions = 60 sessions per week  
 60 total sessions available ÷ by 5 days a week  
 12 sessions per day / by 2 computers = 6 30-minute sessions (or 3 hours) needed per day

### **Fill-in-the-Blank Formula**

Fill in the blanks to determine the number of sessions needed per day to serve students who need intervention and instruction:

Number of students		_____
Sessions per week	X	_____ 3 _____
Total number of sessions needed	=	_____
Number of days per week	÷	_____ 5 _____
Number of sessions needed per day	=	_____
Number of computers available	÷	_____
Number of sessions needed per computer per day	=	_____



### Scheduling Classroom Computer Use

Use this schedule to list student names and indicate classroom computer use. Post schedule near computer(s).

Classroom Computer Use Schedule					
Session Times	Monday	Tuesday	Wednesday	Thursday	Friday



## Support Services

Contact istation Support Services

7:30AM - 6:30PM CST, Monday - Friday

1-866-883-7323, then press 2

or email [support@istation.com](mailto:support@istation.com)

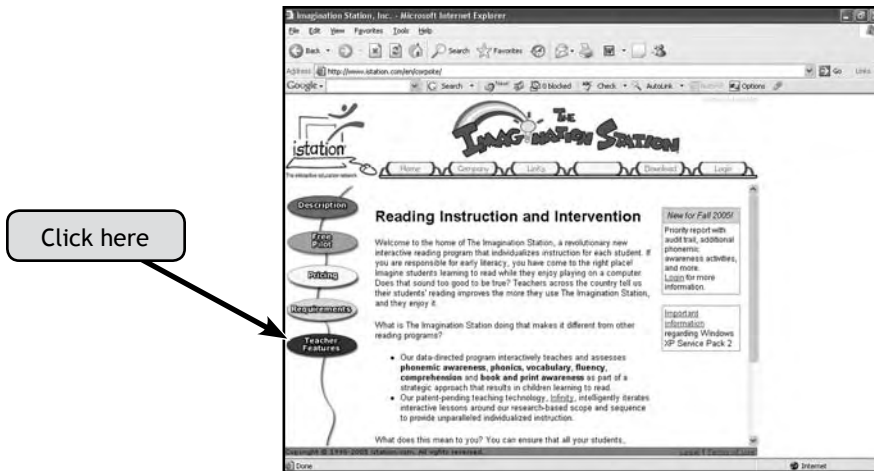
For assistance with:

- **Installation** of *The Imagination Station* on the computer in your classroom. A technician will assist with installation by talking with you on the telephone.
- **Creating** a class.
- **Accessing** The Imagination Station interactive curriculum.
- **Accessing** The Imagination Station reports.
- **Accessing** The Imagination Station Teacher Resources.
- **Adding and removing** students, or designating a student for a special group.

## Logging In and Accessing Reports

To access *The Imagination Station* reports:

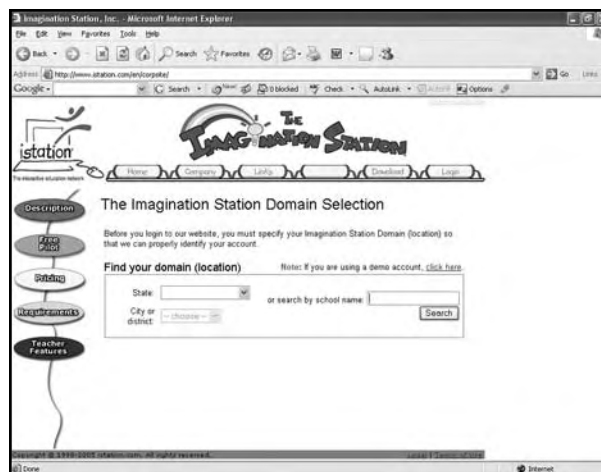
1. From Internet Explorer, go to [www.istation.com](http://www.istation.com).
2. Click *Teacher Features*.



## Selecting Your School Domain

If you are asked to select your school domain, do the following steps:

1. Click the word **Domain** to select your domain (or location).
2. Click the **State** drop down menu, and select your state.



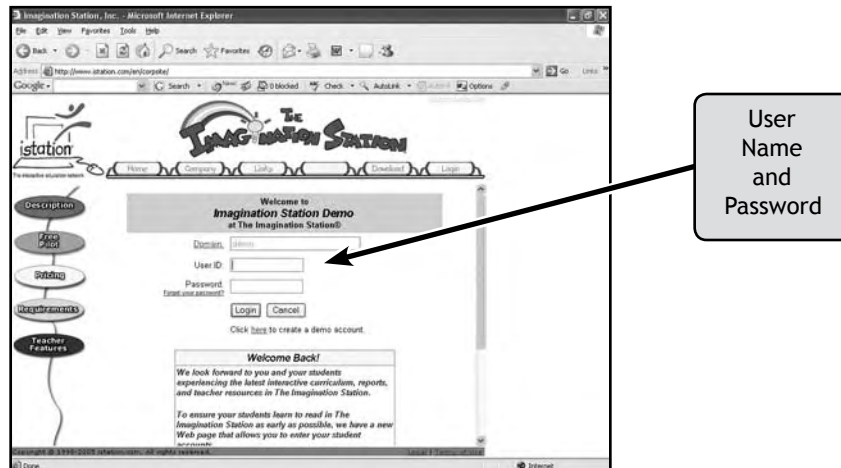
3. Click the **City/District** drop down menu, and select your city or district name if it is not supplied.

If your school exists in our system, your domain name will be automatically supplied, and you will be asked to enter your User Name and Password.



## Logging In

1. Move your cursor to the **User Name box**, and type your User Name (first initial and last name) in lowercase letters.



2. Press **Tab** to move to the next box, and type your **Password**.
3. Click **Login** (or press Enter).

## Viewing Reports

After logging in and creating a class, you will view five icons on the left side of the screen that represent reports you will use to manage student instruction and intervention.

### Five Types of Reports

- ISIP™
- Priority Report
- Progress Report
- Skills Report
- Usage Report

The screenshot shows the 'Reports' section of the Imagination Station interface. It displays a 'Weekly Summary' for 'Kindergarten - KD'. The table lists users and their activity over the week.

User	Sessions This week	Duration This week	Last Login
Alyssa	0	00:00	Wed May 18 11:32:10 CDT 2005
Cesar	0	00:00	Tue May 17 09:02:24 CDT 2005
Conny	0	00:00	Mon May 23 09:43:26 CDT 2005
Hilda	0	00:00	Fri May 20 09:34:41 CDT 2005
Joss	0	00:00	Fri Feb 25 10:14:39 CST 2005
Justice	0	00:00	Tue May 17 09:59:01 CDT 2005
Manissa	0	00:00	Fri May 20 12:07:09 CDT 2005
Miguel	0	00:00	Tue May 17 09:26:57 CDT 2005
Rosa	0	00:00	Wed May 18 12:30:34 CDT 2005

## Benchmark and Progress Monitoring Assessments

The *Imagination Station* automatically benchmarks and monitors progress to identify students as **At Risk**, **Some Risk**, or **On Track**. Students automatically take assessments the first time they log in and at the beginning of each benchmark period. Continuous Progress Monitoring Assessments are automatically administered a month after each Benchmark Assessment.

The following schedule details the time frame in which students will experience these online assessments. Encourage each student to “do their best” on all activities and assessments to assure appropriate individualization.

Benchmark Assessments	K				1st Grade				2nd Grade				3rd Grade			
	BOY	MOY1	MOY2	EOY	BOY	MOY1	MOY2	EOY	BOY	MOY1	MOY2	EOY	BOY	MOY1	MOY2	EOY
Beginning Sound Fluency (BSF)	X	X	X													
Letter Recognition Fluency (LRF)	X	X	X	X	X											
Letter Sound Fluency (LSF)	X	X	X	X	X	X	X	X								
Phoneme Blending Fluency (PBF)		X	X	X	X	X	X	X								
Nonsense Word Fluency (NWF)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Timed Reading with Meaning (TRM)						X	X	X	X	X	X	X	X	X	X	X

## Assessment Calendar

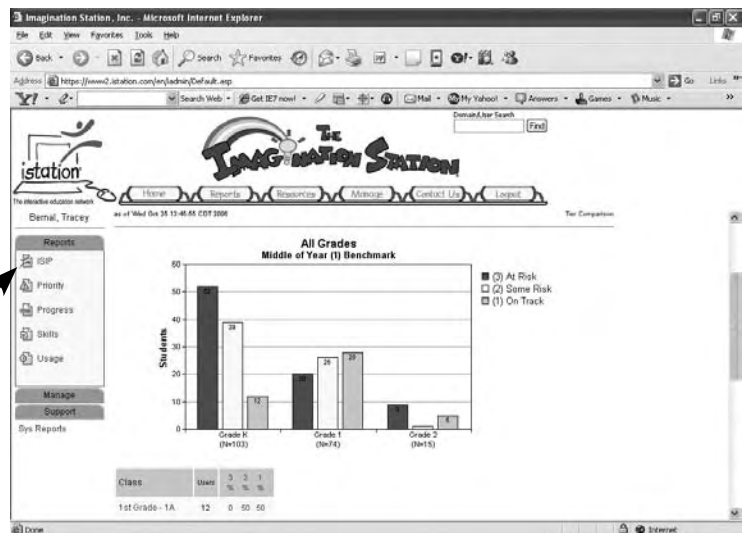
BOY Benchmark		BOY CPM		MOY1 Benchmark		MOY1 CPM		MOY2 Benchmark		MOY2 CPM		EOY Benchmark		EOY CPM	
Aug 21	Sept 30	Oct 1	Oct 13	Oct 14	Nov 12	Nov 13	Jan 12	Jan 13	Feb 11	Feb 12	Apr 12	Apr 13	May 11	May 12	End of Summer School

BOY-Beginning of Year, MOY1-Middle of Year 1, MOY2-Middle of Year 2, EOY-End of Year, CPM-Continuous Progress Monitoring

## Benchmark Summary Report

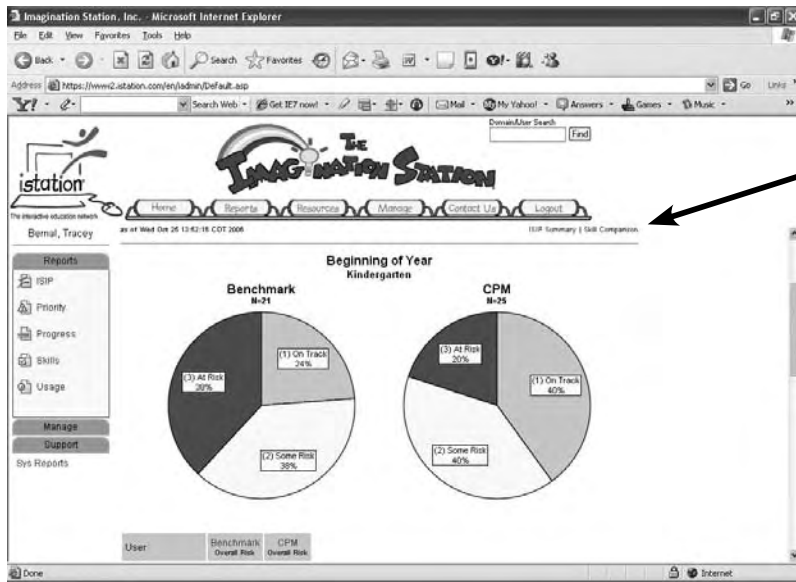
As students are automatically given benchmark and continuous progress monitoring assessments, the Benchmark Summary Report is generated identifying students as **At Risk**, **Some Risk** and **On Track**. These reports can be viewed by district, school, and class at each benchmark or continuous progress monitoring period.

Click here for ISIP™ Report



### Tier Comparison Report

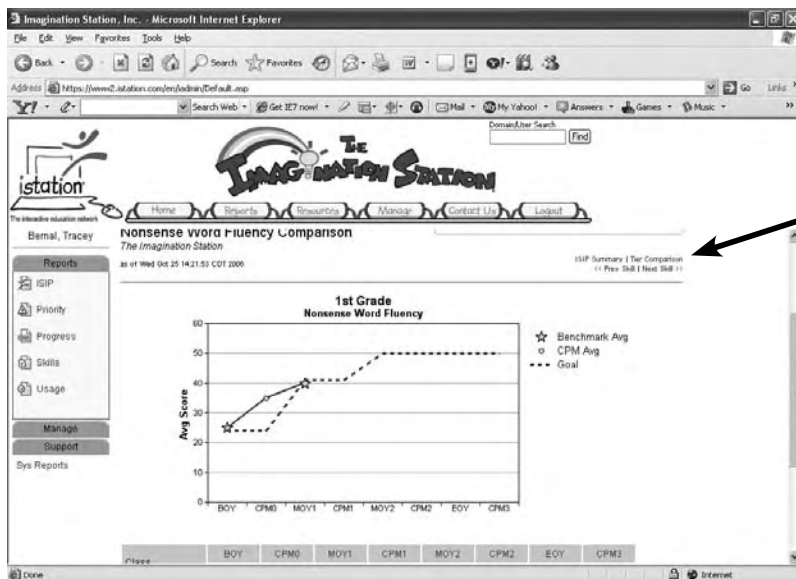
The Tier Comparison Report identifies and compares students who are **At Risk**, **Some Risk** and **On Track** between the Benchmark and Continuous Progress Monitoring periods.



Click here for Skill Comparison

### Skill Comparison Report

The Skill Comparison Report shows student progress by specific skill. These measures are taken during benchmark and continuous progress monitoring assessments throughout the school year and show the comparison of student progress to the goal.



Click here for Tier Comparison

## Response to Intervention: Priority Report

The Priority Report identifies students who will benefit from intervention and gives automatic links to teacher-directed lessons and supplemental materials. Groups of students are listed by cycle and skill. An audit trail of intervention identified and delivered to each student is retained.

The Priority Report indicates students who need teacher intervention in two areas:

- Excessive logouts and idle time (student logged in without activity)
- Lack of progress in skill acquisition

The screenshot displays the 'Priority Report' for 'Kindergarten - D Balfour' at 'RL Stephenson Elementary'. It shows a list of students with columns for Name, Status, First Listed, Usage Since, and Suggested Action. Three students are listed: Prudence Hall (Excessive Logouts/Idle Time), Alan Breck (Pre-Reading: Segmenting and Counting), and Sonia Zavala (Cycle 1: Letters and Sounds). Each student entry has a checkbox and an 'Acknowledge' button. A legend indicates that a yield sign represents 'some difficulty' and an 'x' mark represents 'struggling'.

**Callout 1 (Top Left):** Teachers click the checkbox next to students' names after administering intervention, and then click Acknowledge.

**Callout 2 (Top Right):** The yield sign indicates the student is having some difficulty on a specific skill. The 'x' mark indicates the student is struggling on a skill.

**Callout 3 (Middle Left):** An audit trail is retained for each student. Click the student's name to view the skill weakness reported and teacher intervention used.

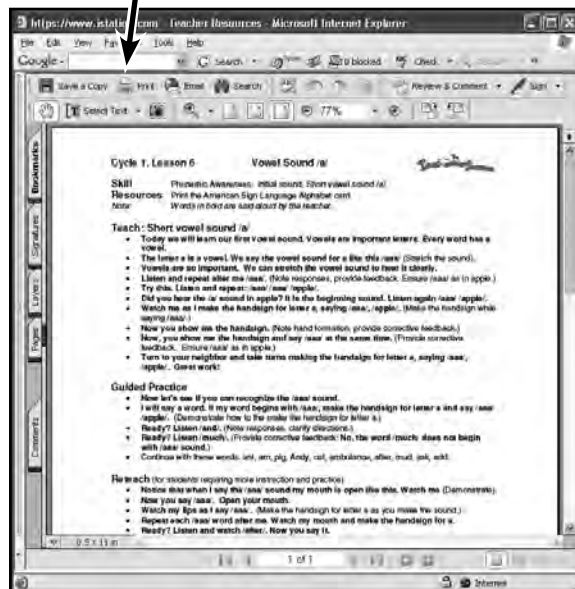
**Callout 4 (Bottom Center):** Click Status to view the action(s) that resulted in the student being added to the list.

**Callout 5 (Bottom Right):** The skills that students are having difficulty or struggling with are linked to a set of recommended teacher-directed skill lessons and supplemental materials from Teacher Resources. Clicking the link allows you to view the set.

The Priority Report is used for the following:

- Early intervention
- Academic tracking
- Academic accountability
- Pre-referral documentation
- Parent/teacher conferences

Click the Print icon to print the recommended set of teacher-directed skill lessons and supplemental materials for intervention.



Recommended Teacher-Directed Lessons and Materials

## Progress Report

The Progress Report assists the teacher in monitoring student progress and performance in the instructional sequence by cycle.

Click here for Progress Report

**Progress Monitoring**

It is easy to monitor student progress using the Progress report. Progress in each teaching cycle is color coded to provide an understanding of how students are performing at a glance. The color-coded legend is:

- ✓ Satisfactory results; No action needed.
- ▼ Some Difficulty; Observe and monitor closely; Intervention needed using Teacher Resources
- ✕ Struggling; Intervention needed using Teacher Resources
- ▶ Progressing; Indicates data is limited; Collect more information regarding performance

## Foundations Curriculum Progress Report

Reports for the Foundations Curriculum are organized in alphabetic order.

## Reading Curriculum Progress Report

Reports for the Reading Curriculum are organized into teaching cycles and show where each student is within those cycles in *The Imagination Station*. The Pre-Reading Cycle is composed of activities that teach phonemic awareness without graphemes. Phonemic awareness with and without graphemes, phonics, vocabulary, fluency, and comprehension are taught, practiced, and assessed beginning in Cycle One. Subsequent teaching cycles consist of the five essential reading areas with more advanced skill applications.

Usage information for each student displays under the student's name and includes:

- Active weeks in the program
- Number of sessions
- Average sessions per week
- Total time in the program

## Skill Report

Click here for Skills Report

User	Program Time (minutes)	Sessions	Cycle	Phonics	PA	Fluency	Vocabulary	BPA	Comprehension
Cesar	18:50:43	56	2	✓	✓	✓	✓	✓	✓
Cory	45:45:03	111	2	✓	✓	✓	✓	✓	✓
Alexis	41:38:48	108	3	✓	✓	✓	✓	✓	✓
Halia	37:18:29	92	3	✓	✓	✓	✓	✓	✓
Jana	33:57:38	74	3	✓	✓	✓	✓	✓	✓
Marissa	49:05:02	109	5	✓	✓	✓	✓	✓	✓
Rosa	28:58:39	81	2	✓	✓	✓	✓	✓	✓
Justine	9:08:15	28	2	✓	✓	✓	✓	✓	✓
Miguel	40:12:40	91	6	✓	✓	✓	✓	✓	✓

**Determining skill strength and weakness**

It is easy to monitor skill achievement using the Skills report. Each skill is color coded to provide an understanding of how students are performing at a glance. The color-coded legend is:

- ✓ Satisfactory results; No action needed.
- ▼ Some Difficulty; Observe and monitor closely; Intervention needed using Teacher Resources
- ✗ Struggling; Intervention needed using Teacher Resources
- ▶ Progressing; Indicates data is limited; Collect more information regarding performance

The Skill Report provides skill data for the five reading components: phonemic awareness (PA), phonics, vocabulary, fluency, and comprehension.

This report is best used after a minimum of 5 to 10 sessions, allowing time for sufficient data from multiple assessments to be collected and analyzed.

## Usage Report

Click here for Usage

Summary	Week Of	Avg Duration Per Week (Recommended)	Avg Sessions	Avg Session Time
Kindergarten - KD	04/08/08	0:00:00	0	00:00
Group Averages for 9 Users	04/08/08	0:00:00	23	27:37
Weeks of Use:	04/08/08	0:00:00	19	26:20
Num Sessions:	04/08/08	0:00:00	1	24:10
Avg Session Time:	04/08/08	0:00:00		
Avg Session Per Week:	04/08/08	0:00:00		
Avg Duration Per Week:	04/08/08	0:00:00		
Total Duration:	04/08/08	0:00:00		
First Login:	04/08/08	0:00:00		
Registration:	04/08/08	0:00:00		

**Legend**  
(duration per week)

- current week
- more than 1.5 hours
- between 1.0 and 1.5 hours
- less than 1 hour

The Usage Report helps prioritize student time on *The Imagination Station* when access to computers is limited.

The Usage Report includes a summary detailing usage of *The Imagination Station* in the following areas:

- Hours and minutes
- Average number of sessions per week
- Average use in hours and minutes per week
- Average usage per day

The Usage Report includes a color-coded bar graph representing the most recent six-week usage period. The color coding shows if students are participating in the program as recommended.



## Using Teacher-Directed Lessons

The *Imagination Station* teacher-directed lessons are designed for teachers to use with students who need additional instruction and intervention. Each lesson contains the following sections: Teach, Guided Practice, Reteach for students requiring more instruction and practice, and Monitor Progress through Independent Practice.

The Priority Report links directly from students who need intervention on specific skills to teacher-directed lessons and supplemental materials. If more than 25 percent of students are identified on the Priority Report as struggling, teachers may also select individual lessons organized by skill within each cycle from Teacher Resources at [www.istation.com](http://www.istation.com) for a whole group setting.

1. From Internet Explorer, go to [www.istation.com](http://www.istation.com).
2. Click Teacher Features on the left side, and then log in. (If you have not accessed the teacher resources or reports previously, you will need to follow the instructions on the screen to specify your school domain.)
3. Click Resources to access teacher-directed lessons in Teacher Resources.
4. Click the cycle in which students need instruction or intervention.
5. Click the lesson for the skill in which a student or group of students is having difficulty or struggling.
6. Use the Print icon above the lesson to print.

The screenshot shows the Teacher Resources page in a Microsoft Internet Explorer browser window. The address bar shows <https://www.istation.com>. The page title is "Teacher Resources - Microsoft Internet Explorer".

On the left side, there is a navigation menu under "Teacher Resources" with the following items: Lessons Overview, Cycle 1 Lessons, Lesson 1: Identify Words in a Sentence, Lesson 2: Beginning Sounds: /m/, /p/, /j/, /l/, Lesson 3: Beginning Sounds with Letters m, p, j, l, Lesson 4: Ending Sounds: /m/, /p/, /j/, /l/, Lesson 5: Ending Sounds with Letters m, p, j, l, Lesson 6: Vowel Sound /a/, Lesson 7: Vowel Sound /a/ and Letter a, Lesson 8: Blend Sounds to Say Words: /m/, /a/, /p/, /j/, /l/, Lesson 9: Blend Sounds to Read Words: webh /z/, Lesson 10: Read Sentences with /hew/ and /the\_zen\_haz/, Cycle 2 Lessons, Cycle 3 Lessons, Cycle 4 Lessons, Cycle 5 Lessons, Cycle 6 Lessons, Cycle 7 Lessons, Materials, Passages, Poetry, and Word Masters.

On the right side, the main content area displays "Cycle 1, Lesson 4: Ending Sounds /m/ /p/ /j/ /l/". Below the title, there are sections for "Skills", "Teach", "Guided Practice", "Reteach", and "Monitor Progress through Independent Practice".

Three callout boxes provide instructions:

- Top-left box: "Click the cycle number to view the list of lessons by skills, click a specific skill lesson, and then print it." (An arrow points to the "Cycle 1 Lessons" link in the left menu.)
- Top-right box: "Click the Print icon to print the lessons and materials." (An arrow points to the Print icon in the browser toolbar.)
- Bottom-right box: "Materials needed for this lesson are listed and may be printed from the Web site at [www.istation.com](http://www.istation.com)." (An arrow points to the "Materials" section in the lesson content.)

## Using Supplemental Materials

Many of *The Imagination Station* supplemental materials are referenced for use in the teacher-directed lessons with students who need additional instruction or intervention. The Priority report links directly from students who need intervention on a specific skill to set of recommended lessons and corresponding supplemental materials. Teachers may also select individual supplemental materials from Teacher Resources at [www.istation.com](http://www.istation.com).

## Accessing Supplemental Materials

1. From Internet Explorer, go to [www.istation.com](http://www.istation.com).
2. Click Teacher Features on the left side, and then log in. (If you have not accessed the teacher resources or reports previously, you will need to follow the instructions on the screen to specify your school domain.)
3. Click Resources to access materials in Teacher Resources.

## Supplemental Material Examples

Examples of supplemental materials are included on the following pages.

- American Sign Language Card
- Capital and Lowercase Letter Cards
- Sound and Letter Box Page
- Word Card Template
- Phonograms Cards
- Vocabulary Word List
- Word Bank Cards
- Literacy Acquisition Stories
- Books
- Fluency Passages
- Poetry
- Writing Prompts
- Word Masters Card Game

### American Sign Language Card

The American Sign Language (ASL) Alphabet Card includes hand signs that can be used in small group lessons for practicing letter sounds without graphemes and later used for blending and spelling activities.

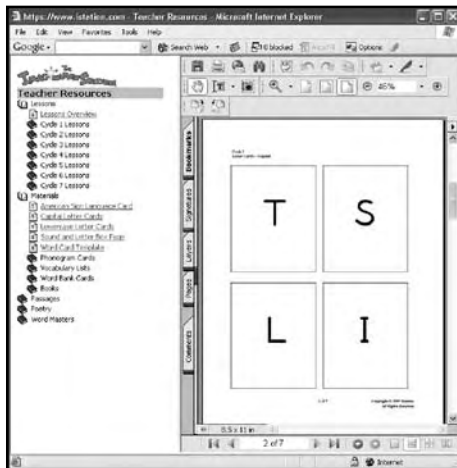
ASL provides kinesthetic learning experiences using their hands to express language and act out the word meanings to express feelings.

Students use ASL to spell words, sign, and say sounds.

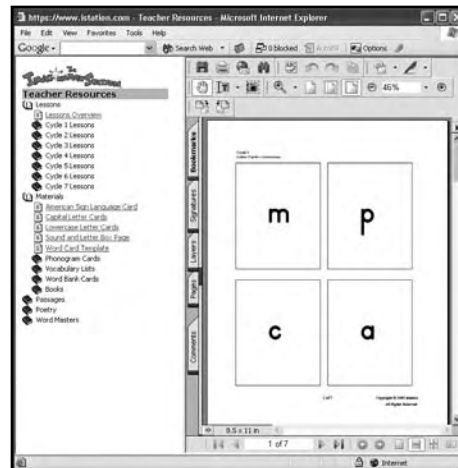


### Letter Cards

Capital and lowercase letter cards may be used in small group activities to teach and practice segmenting, decoding, blending, and spelling.



Capital Letter Cards

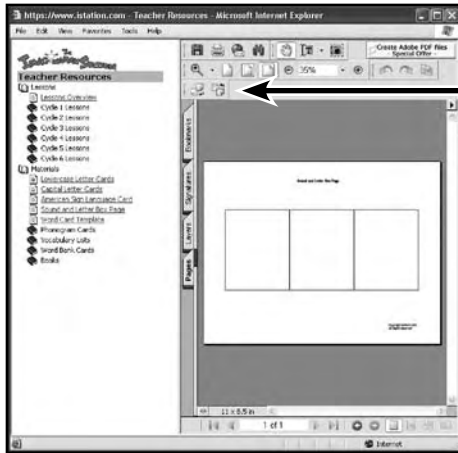


Lowercase Letter Cards

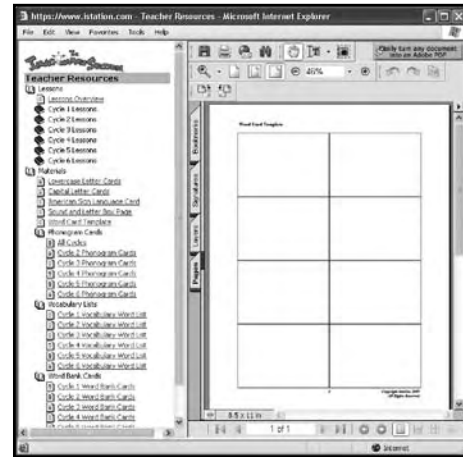
## Sound and Letter Box Page and Word Card Template

The Sound and Letter Box page may be used for small group activities to identify phonemes and blend sounds to read words.

The Word Card template may be used by teachers to create vocabulary word lists. Students use the cards to review words or create connected text.



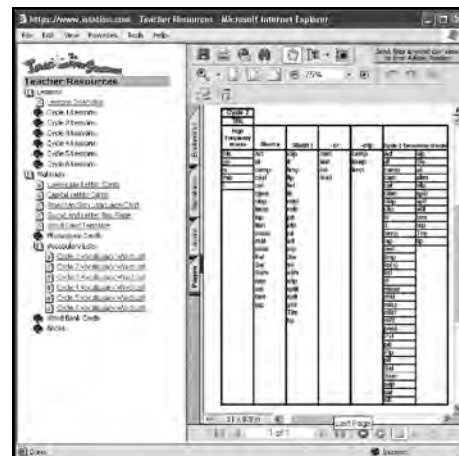
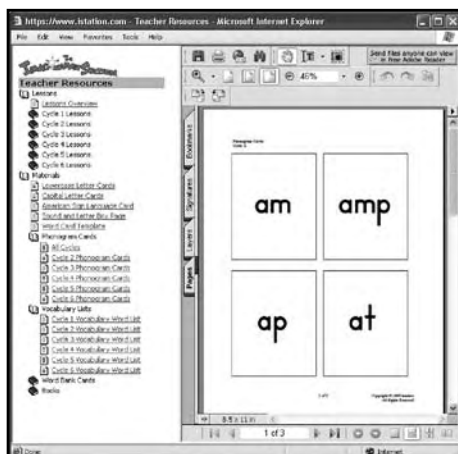
To view the document horizontally before printing, click the Rotate icon.



## Phonogram Cards and Vocabulary Lists

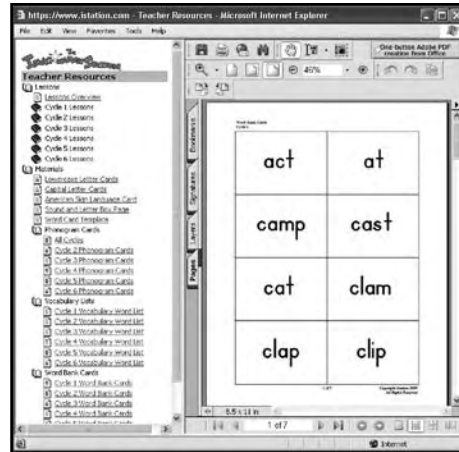
Phonogram cards may be used in small group instruction or with a peer partner to create words for decoding, blending, and rhyming.

The Vocabulary Word lists are cumulative lists of words that contain previously taught skills. Decodable and high frequency words are listed by cycle. These lists can be used by students for writing stories.

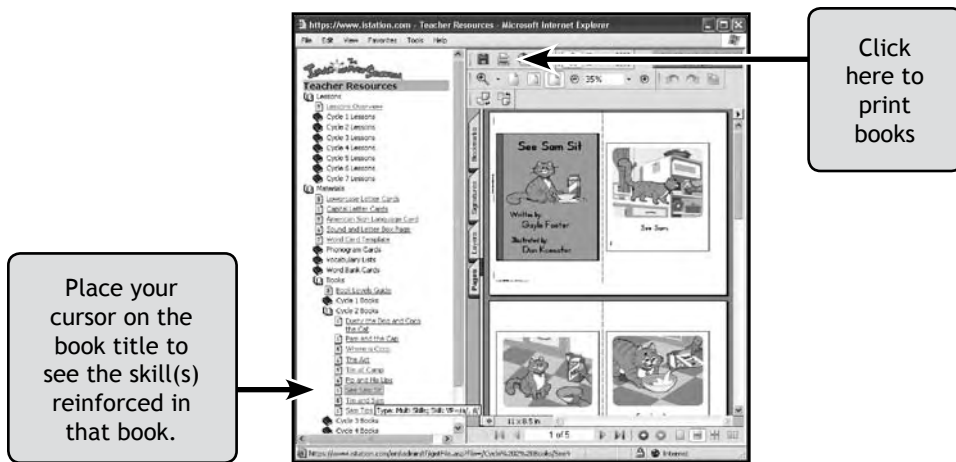


### Word Bank Cards and Books

Word Bank cards may be used in small group instruction to practice word recognition. Words with short vowels are listed in alphabetical order followed by words with long vowel sounds. These words may also be used to create connected text and extend the lesson with spelling and writing activities.



Books written specifically for *The Imagination Station* and the Book Levels Guide may be printed from the Web site at [www.istation.com](http://www.istation.com). Blackline masters of the books are also available from the Web site. This version is faster to print, uses less printer toner, and can be colored by students. Both versions may be used for additional reading practice individually, with partners, or as home readers. (Book lists for Foundations and Reading are in the Curriculum Guide section.)



## Fluency Passages and Poetry

Passages may be read to increase accuracy and rate or used to assess fluency. An example of a fluency passage follows.

### Teaching Cycle 7, Boats

Boats	<u>Total words</u>
You can have fun on a boat. Some boats go fast.	11
They form waves. There is a boat. It has a torn sail.	23
Some boats are for sport. The men use poles and bait.	34
The men spend time in the sun. Boats are fun!	44
You can have a job on a boat. The men load crates of pork.	58
They get sore backs. The boat takes more crates to a port.	70
Some crates go to a store.	76
You can have a home on a boat. This boat has a stove and a sink.	92
Waves rock the bed. This man snores. A boat makes a fine home.	105
Boats are the best!	109

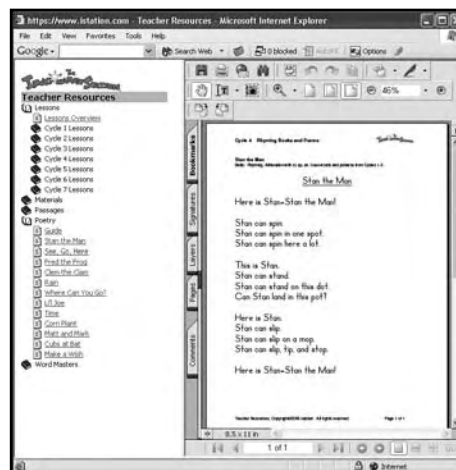
STOP: Frustration Level: 3 miscalls in first line or 12 miscalls in passage  
 Instructional (90-94%) = 6-11 miscalled words  
 Independent (95-100%) = 0-5 miscalled words

### Scoring Reading Accuracy (60 seconds sample)

Total Words in passage (words read) \_\_\_\_\_  
 Total errors (miscalled words) \_\_\_\_\_  
 Words Correct Per Minute (WCPM) \_\_\_\_\_

## Poetry

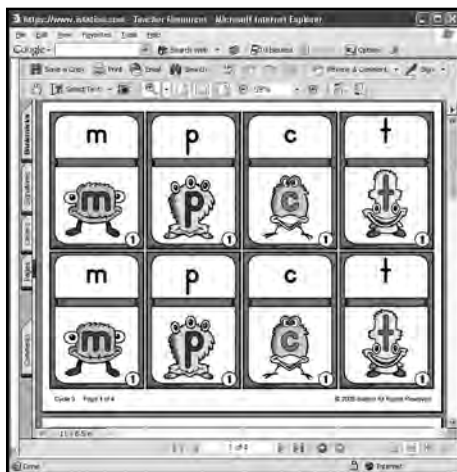
Poetry selections are included for students to practice phonemic awareness and the flow of language and words.



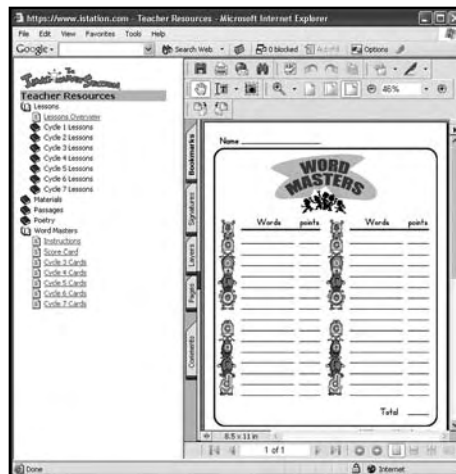
### Word Masters Card Game

The Word Masters card game is an extension of the animated phonics card game and integrated cloze storybook adventures in *The Imagination Station* interactive curriculum.

Word Masters cards with the Fantastic Phonics characters illustrated on them, instructions, scorecards, and storybook adventures are printable from the Web site at [www.istation.com](http://www.istation.com). The color-coded card decks are organized by cycle based on the letters students have practiced within that cycle and are designed for use beginning after the completion of cycle three. The number of cards in the deck increases as words taught in new cycles are added to previously taught one. The instructions explain how to play a solitaire or multiplayer game and how to keep score. While students play in a cooperative learning environment, they practice the following skills: following directions, reading decodable words, spelling, writing, counting, and adding.



Cards



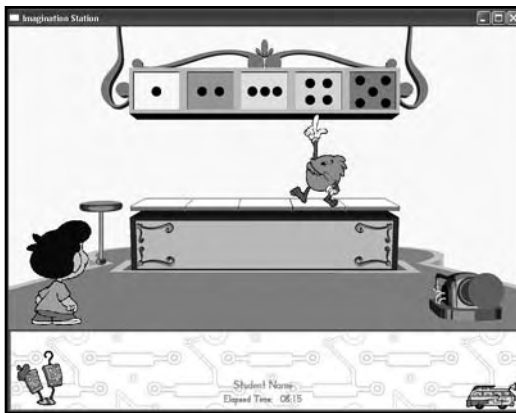
Scorecard

## Five Essential Reading Areas

*The Imagination Station* explicitly and systematically individualizes instruction in the essential areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### Phonological and Phonemic Awareness

Activities in *The Imagination Station* provide explicit and systematic instruction in phonological and phonemic awareness. Screen shots illustrate a few of the many phonemic awareness activities.



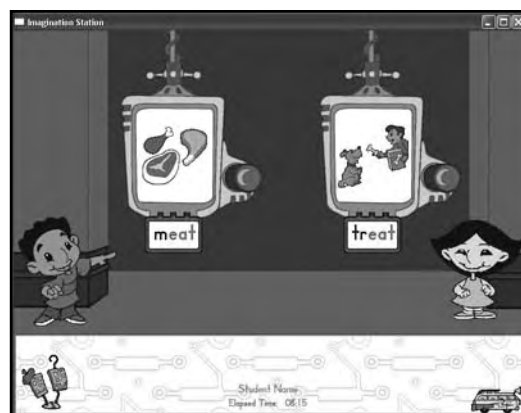
*Engaging activities reinforce counting words, syllables, and phonemes.*



*Instructional lessons help students learn to identify beginning, middle, and ending sounds.*



*Students learn to segment and blend individual phonemes.*

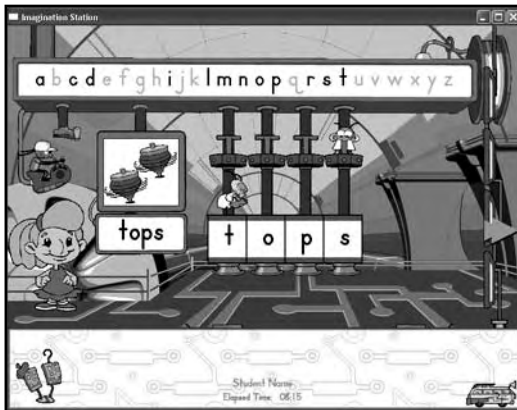


*Students transfer their phonemic knowledge as they begin developing more phonological skills in onset/rime activities.*



## Phonics

In letter and sound knowledge and vowel pattern instruction, students are taught to decode and blend in engaging activities. Screen shots from the program illustrate a few of the many phonics activities.



*Students identify letters from the sounds they make, blend the sounds together, and read the words.*



*Students learn vowel spelling patterns using animation to facilitate understanding (Silent e vowel rule).*



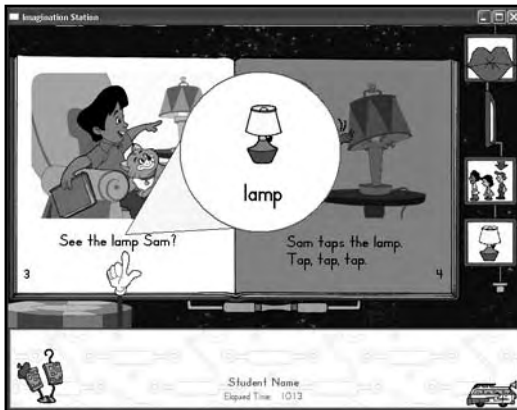
*Animated vowel rules are used to teach complex phonemes.*



*Animation is used in books to support phonics skills that were previously taught.*

Vocabulary

Vocabulary development is enhanced using picture support, multiple exposures to words in a variety of contexts, and character and narrator dialogue. Screen shots from the program illustrate a few of the many vocabulary activities.



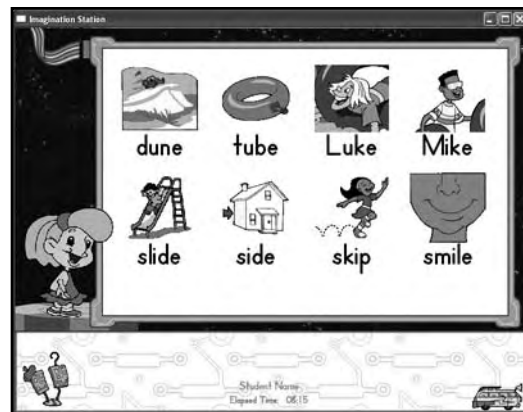
*Pictures teach word meaning in connected text and enhance comprehension.*



*Multiple exposures to words are provided in a variety of contexts.*



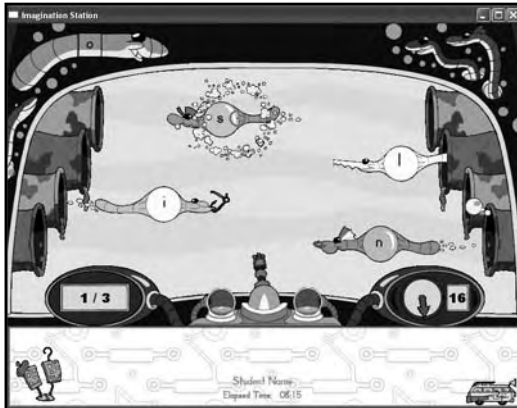
*Activities extend opportunities to use vocabulary in sentences.*



*Vocabulary words are pretaught to increase fluency and comprehension.*

## Fluency

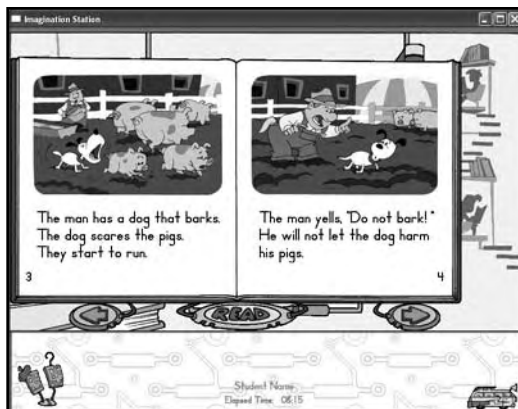
Phonemic awareness and phonics skills are taught to automaticity, and fluent reading is modeled and practiced. Screen shots from the program illustrate a few of the many fluency activities.



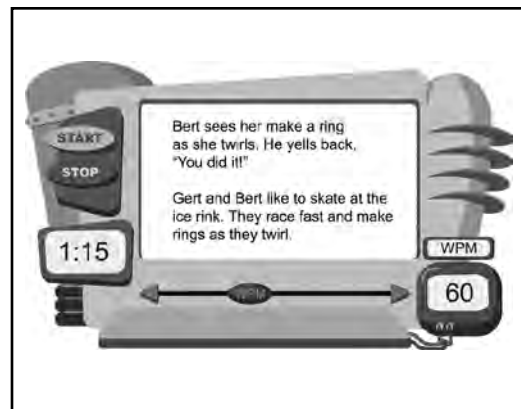
*Fun Rapid Letter Naming activities develop automaticity for letter recognition, increasing accuracy and rate.*



*An engaging Rapid Word Naming game provides repeated practice thus increasing accuracy and rate.*



*Fluency is modeled in Read Aloud, Chapter, and Decodable books.*



*A controlled reader provides repeated practice and measures accuracy and rate.*

## Comprehension

The *Imagination Station* books contain explicit and implicit questions for listening and reading comprehension. Screen shots from the program illustrate a few of the many comprehension activities.



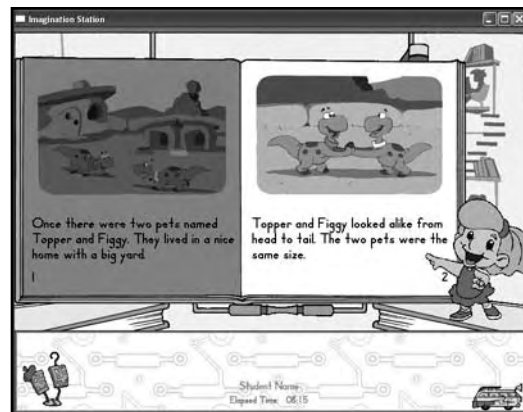
Oral comprehension questions are answered by having an option to look up the answers and select the correct multiple choice response.



"Look back" strategies are modeled in connected text.



Students select the picture that goes with the sentence and later the sentence that goes with the picture to demonstrate word meaning in connected text.



Explicit instruction in comprehension skills is provided through dialogue, narration, text, and visual support.

## Curriculum Guides

### Foundations Curriculum Overview

The pre-kindergarten Foundations Curriculum develops phonological awareness, listening comprehension, introduces vocabulary, teaches alphabetic principle and sound/symbol correspondence, and models fluency. Character dialogue is used to guide students through teaching cycles that include: introduction, teach, guided practice, and independent practice with corrective feedback. A variety of animated songs, raps, rhymes, and alliteration activities helps to develop oral language and early reading skills.

### Letter Lessons

Letter lessons expose students to the alphabetic principle using the following components:

- Alphabet Teach (Song)
- Literacy Acquisition
- Sound/Symbol Correspondence
- Letter Recognition
- Capital and Lowercase Letter Discrimination
- Read Along Books

### Read Along and User Made Books

Read Along and User Made books are used to expand vocabulary and model reading with expression. Read Along books provide opportunities for students to hear fluent reading modeled by the narrator. The text is highlighted from left to right as the narrator reads. Students may click individual words to hear them read aloud. The User Made books provide students with opportunities to create stories by selecting pictures with text to complete rebus sentences. Vocabulary introduced in books is enhanced using pictures that support word meaning.

After completing the Foundations Curriculum, pre-kindergarten students are assessed in the DIBELS Equivalent Benchmark Assessments, "Show What You Know." The assessment results are used to determine the individualized instructional path. If students do not show readiness through the assessments in Letter Naming Fluency and Beginning Sound Fluency, they are routed back to the Foundations Curriculum. If results are appropriate, they progress to the Reading Curriculum.

## Foundations Curriculum Book List

### Read Aloud and User Made Books

Each letter lesson in the pre-kindergarten Foundations Curriculum includes a Read Aloud or User Made book. Teachers can print the books from the **portfolio**. For students to reread the books, have the books read to them, or print books from the portfolio, a teacher's password must be entered on the student's computer.

Letter	Book	Type
A	Dusty the Dog and Coco the Cat	Read Along
B	Mac and Cam	Read Along
C	My Favorite Things	User Made
D	Pam and the Cap	Read Along
E	Fun With Friends	User Made
F	Pals	Read Along
G	The Cleaning Attack	User Made
H	Sam Has Mail	Read Along
I	Pat's Cat	User Made
J	Lamps	Read Along
K	Surprise!	User Made
L	The Yellow Pin	Read Along
M	The Garden Trail	User Made

Letter	Book	Type
N	When I Grow Up	User Made
O	In the Sand	Read Along
P	The Magic Word	User Made
Q	Mac and Cam	Read Along
R	Raindrops	Read Along
S	Pat's Cat	User Made
T	Dusty the Dog and Coco the Cat	Read Along
U	The Cleaning Attack	User Made
V	Lamps	Read Along
W	Surprise!	User Made
X	Pam and the Cap	Read Along
Y	The Yellow Pin	Read Along
Z	The Garden Trail	User Made

Note: The portfolio is accessed from the opening Control Room.



Portfolio

## Reading Curriculum Overview

*The Imagination Station's Reading Curriculum* provides explicit instruction presented in teaching cycles that develop strong fundamental reading skills. Activities and books are used to introduce, practice, and assess skills in isolation and in context.

Each teaching cycle uses **decodable words in connected text** to apply the skills students have learned in guided practice activities. Students practice decoding skills by reading **highly decodable books** (at least 90% decodable) that increase vocabulary, improve fluency, and enhance comprehension. Throughout the lessons, a variety of animated songs, raps, rhymes, and alliteration activities help develop skills for oral language and reading printed words.

Teaching cycles are designed to introduce, model, teach, and practice new skills and provide cumulative skill practice in subsequent cycles. The teaching cycle for each lesson includes these components: **Introduction, Model and Teach, Guided Practice, Independent Practice in isolation and in context**, and ongoing assessment in short- and long-term memory.

*The Imagination Station* provides placement assessments, **continuous progress monitoring**, and ongoing assessment. The assessment results are used to direct students through the program along individual paths that best meet their instructional needs.

Teaching Cycles	
Letters and Sounds Activities	Skills Applications Activities
<ul style="list-style-type: none"> <li>• Phonological and phonemic awareness</li> <li>• Alphabetic knowledge</li> <li>• Letter fluency</li> <li>• Rhyming and alliteration</li> <li>• Vocabulary</li> <li>• Modeled fluency</li> <li>• Listening comprehension</li> <li>• Listening and following directions</li> <li>• Technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Vocabulary</li> <li>• Fluency</li> <li>• Comprehension</li> <li>• Spelling</li> <li>• Book and print awareness</li> <li>• High Frequency Words</li> <li>• Skills application in isolation and context</li> <li>• Long- and short-term memory strategies</li> <li>• Decoding strategies</li> <li>• Leveled decodable, skill-based books</li> </ul>

## Reading Curriculum - Teaching Cycle Skills

**The Pre-Reading Cycle (prior to Cycle 1)** - includes Phonemic Awareness activities for the following skills: counting words in a sentence, syllables in a word, and phonemes in a word; identifying beginning, middle, and ending sounds; segmenting words into phonemes, and blending sounds to make words.

	Cycle 1	Cycle 2	Cycle 3 Short Vowel Emphasis
<b>Letters and Sounds</b>			
Alphabet Song	All Letters	All Letters	All Letters
Rapid Letter Naming	N/A	Mm, Aa, Pp, Cc	Mm, Aa, Pp, Cc, Tt, Ii, Ss, Ll
Letter Recognition (upper and lowercase)	Mm, Aa, Pp, Cc	Tt, Ii, Ss, Ll	Rr, Oo, Nn, Dd
Sound/Symbol Correspondence	/m/, short a, /p/, /c/	/t/, short i, /s/, /l/	/r/, short o, /n/, /d/
Sound Rap	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds
Letter Formation	Mm, Aa, Pp, Cc	Tt, Ii, Ss, Ll	Rr, Oo, Nn, Dd
Literacy Acquisition	m, a, p, c	t, i, s, l	r, o, n, d
Keyboarding	m, a, p, c	t, i, s, l	r, o, n, d
Cumulative Review		Letters and sounds from previous cycle	Letters and sounds from previous cycles
<b>Skills Applications</b>			
Phonemic Awareness	Counting phonemes, identifying beginning, middle and ending sounds, segmenting and blending phonemes	Identifying beginning, middle and ending sounds, segmenting and blending phonemes	Blending phonemes, phoneme substitution
High Frequency Words	and, the, see, has	this, is, his, go	they, you, are, here
Vowels	short a	short i	short o
Consonant Blends	N/A	N/A	/sl/, /st/, /sp/, /sn/
Diagraphs	N/A	N/A	N/A
Inflected Endings	N/A	N/A	N/A
Onset/Rime and Phonograms	N/A	with short a, short i	with short o,
Blending Patterns	CVC - short a	CVC - short i	CVC - short o
Multisyllabic Words	N/A	N/A	N/A
Rapid Word Naming	N/A	N/A	N/A
Word Masters	N/A	N/A	N/A
<b>Books</b>			
Read Aloud Books *Animated	<i>Dusty the Dog and Coco the Cat</i> <i>Mac and Cam</i> <i>Clem the Clown</i> <i>Sam Has Mail</i>	<i>Dusty the Dog and Coco the Cat</i> <i>Pam and the Cap</i> <i>Where is Coco?</i> <i>The Act*</i>	<i>The Garden Trail</i> <i>Cal the Clam*</i> <i>Trips with My Family</i> <i>Lamps</i>
Book and Print Awareness	<i>At the Market</i> <i>Dusty the Dog and Coco the Cat</i>	<i>Summer Camp</i>	<i>Lamps</i>
Single and Multiple Skills Readers *Passages	<i>Pam and the Cap</i> <i>Pam and Cam</i>	<i>Tim at Camp</i> <i>Pam and Cam</i> <i>Pip and His Lips</i> <i>See Sam Sit</i>	<i>On the Dot</i> <i>Dots and Spots</i>
Inventory Skill Readers	<i>Mac and Cam</i> <i>The Maps</i>	<i>Tim and Sam</i> <i>Sam Tips the Lamp</i>	<i>Dots and Spots</i>



	Cycle 4 Short Vowel Emphasis	Cycle 5 Short Vowel Emphasis	Cycle 3
<b>Letters and Sounds</b>			
Alphabet Song	All Letters	All Letters	All Letters
Rapid Letter Naming	Tt, Ii, Ss, Ll, Rr, Oo, Nn, Dd	Rr, Oo, Nn, Dd, Ff, Ee, Hh, Gg	Mm, Aa, Pp, Cc, Tt, Ii, Ss, Ll
Letter Recognition (upper and lowercase)	Ff, Ee, Hh, Gg	Bb, Uu, Jj, Ww	Rr, Oo, Nn, Dd
Sound/Symbol Correspondence	/f/, short e, /h/, /g/	/b/, short u, /j/, /w/	/r/, short o, /n/, /d/
Sound Rap	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds
Letter Formation	Ff, Ee, Hh, Gg	Bb, Uu, Jj, Ww	Rr, Oo, Nn, Dd
Literacy Acquisition	f, e, h, g	b, u, j, w	r, o, n, d
Keyboarding	f, e, h, g	b, u, j, w	r, o, n, d
Cumulative Review	Letters and sounds from previous cycles	Letters and sounds from previous cycles	Letters and sounds from previous cycles
<b>Skills Applications</b>			
Phonemic Awareness	Blending phonemes, phoneme substitution	N/A	Blending phonemes, phoneme substitution
High Frequency Words	with, my, where, to	what, said, her, for	they, you, are, here
Vowels	short e	short u	short o; long A (ai); long O (oa)
Consonant Blends	/cl/, /fl/, /gl/, /pl/, /cr/, /dr/, /tr/, /fr/, /gr/, /pr/	/sm/, /bl/, /br/, /str/, /spl/, /spr/	/sl/, /st/, /sp/, /sn/
Diagraphs	N/A	N/A	N/A
Inflected Endings	N/A	N/A	N/A
Onset/Rime and Phonograms	with short e	N/A	N/A
Blending Patterns	CVC - short e	CVC - short u	CVC - short o; CVVC - long A (ai), long O (oa)
Multisyllabic Words	N/A	N/A	N/A
Rapid Word Naming	N/A	HFW, CVC	N/A
Word Masters	N/A	N/A	The Lost Island; short a, short o, long O (oa), long A (ai), blends /-nd/ and /-st/
<b>Books</b>			
Read Aloud Books *Animated	<i>Fun with Friends Sam Has Mail The Cleaning Attack The Yellow Pin</i>	<i>Pat's Cat Raindrops Surprise! Pals</i>	<i>The Garden Trail Cal the Clam* Trips with My Family Lamps</i>
Book and Print Awareness	<i>Where is Coco?</i>	N/A	<i>Lamps</i>
Single and Multiple Skills Readers *Passages	<i>My Hands and Feet Fred Has Ten Hens</i>	<i>The Bun for Us Bug in the Mud</i>	<i>On the Dot Dots and Spots Snails in a Pail The Toast in the Road Stan the Man</i>
Inventory Skill Readers	<i>Fred Has Ten Hens</i>	<i>Bug in the Mud</i>	<i>The Toads Are Lost In the Rain</i>

	Cycle 4	Cycle 5	Cycle 6
<b>Letters and Sounds</b>			
Alphabet Song	All Letters	All Letters	All Letters
Fluency (Rapid Letter Naming)	Tt, li, Ss, Ll, Rr, Oo, Nn, Dd	Rr, Oo, Nn, Dd, Ff, Ee, Hh, Gg	Ff, Ee, Hh, Gg, Bb, Uu, Jj, Ww
Letter Recognition (upper and lowercase)	Ff, Ee, Hh, Gg	Bb, Uu, Jj, Ww	Zz, Kk, Vv, Yy
Sound/Symbol Correspondence	/f/, short e, /h/, /g/	/b/, short u, /j/, /w/	/z/, /k/, /v/, /y/
Sound Rap	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds	Beginning, middle, and ending sounds
Letter Formation	Ff, Ee, Hh, Gg	Bb, Uu, Jj, Ww	Zz, Kk, Vv, Yy
Literacy Acquisition	f, e, h, g	b, u, j, w	z, k, v, y
Keyboarding	f, e, h, g	b, u, j, w	z, k, v, y
Cumulative Review	Letters and sounds from previous cycles	Letters and sounds from previous cycles	Letters and sounds from previous cycles
<b>Skills Applications</b>			
Phonemic Awareness	Blending phonemes, phoneme substitution	N/A	N/A
High Frequency Words	with, my, where, to	what, said, her, for	was, that, from, she
Vowels	short e; long E (ee), (ea)	short u; long A (a_e); long O (o_e)	long I (i_e); long U (u_e)
Consonant Blends	/cl/, /fl/, /gl/, /pl/, /cr/, /dr/, /tr/, /fr/, /gr/, /pr/	/sm/, /bl/, /br/, /str/, /spl/, /spr/	/sc/, /sk/, /scr/
Diagraphs	N/A	N/A	N/A
Inflected Endings	N/A	N/A	N/A
Onset/Rime and Phonograms	N/A	N/A	N/A
Blending Patterns	CVC - short e; CVVC - long E (ee), (ea)	CVC - short u; CVCe - long A (a_e), long O (o_e)	CVCe - long I (i_e), long U (u_e)
Multisyllabic Words	N/A	N/A	N/A
Rapid Word Naming	N/A	HFW, CVC	HFW, CVC
Word Masters	The Great Pig Escape; short e, short o, long E (ee), (ea), blends /gr/, /-nt/	Fun at Pinecone Stream; short u, short o, long O (o_e), long E (ea), long A (a_e), blends /sm/, /spl/, /br/, /str/, /bl/, /-nd/, /-mp/	The Kid in the Mask; short a, short i, short u, short o, long A (a_e), long U (u_e), long O (o_e), blends /-ck/, /-sk/
<b>Books</b>			
Read Aloud Books *Animated	<i>Fun with Friends</i> <i>Sam Has Mail</i> <i>The Cleaning Attack</i> <i>The Yellow Pin</i>	<i>Pat's Cat</i> <i>Raindrops</i> <i>Surprise!</i> <i>Pals</i>	<i>Jen and Her New Friends</i> <i>The Last Scrap*</i> <i>A Special Delivery for Dusty</i> <i>In the Sand</i>
Book and Print Awareness	<i>Where is Coco?</i>	N/A	N/A
Single and Multiple Skills Readers *Passages	<i>My Hands and Feet</i> <i>Fred Has Ten Hens</i> <i>Jean and Dean</i> <i>Big Feet</i> <i>Meg and the Hens</i>	<i>The Bun for Us</i> <i>Bug in the Mud</i> <i>Late for the Game</i> <i>I Rode Home</i> <i>Homes for Sale</i>	<i>Where is Jane?</i> <i>Time to Ride</i> <i>A Cute Mule</i> <i>Time to Ride My Mule</i>
Inventory Skill Readers	<i>The Green Team</i> <i>My Dog Has Fleas</i>	<i>Fun at Home</i> <i>The Blue Blimp</i>	<i>The Dunes</i> <i>Just In Time</i>

	Cycle 7	Cycle 8	Cycle 9
<b>Letters and Sounds</b>			
Alphabet Song	All Letters	N/A	N/A
Fluency (Rapid Letter Naming)	Bb, Uu, Jj, Ww, Kk, Zz, Vv, Yy	Kk, Zz, Vv, Yy, Qq, Xx	N/A
Letter Recognition (upper and lowercase)	Qq, Xx	N/A	N/A
Sound/Symbol Correspondence	/kw/, /ks/	N/A	N/A
Sound Rap	Beginning, middle, and ending sounds	N/A	N/A
Letter Formation	Qq, Xx	N/A	N/A
Literacy Acquisition	q, x	N/A	N/A
Keyboarding	q, x	N/A	N/A
Cumulative Review	Letters and sounds from previous cycles	N/A	N/A
<b>Skills Applications</b>			
Phonemic Awareness	N/A	N/A	N/A
High Frequency Words	do, have, come, of, there, some	give, when, could, want, does, your	put, goes, who, because, thought, why
Vowels	R controlled vowels /ar/, /or/; open syllable /O/, /E/, /Y/; long A /Are/; long O /Ore/	R controlled vowels /er/ with spellings er, ir, ur; long I /Ire/; long U /Ure/	long A (ay); long E (ey); long I (ie); long O (oe), (ow), (o); variant vowels (oi), (oy)
Consonant Blends	/squ/, /tw/, /sw/	N/A	N/A
Diagraphs	N/A	/sh/, /th/	/ch/, /tch/
Inflected Endings	N/A	N/A	(ed), (ing), (s)
Onset/Rime and Phonograms	N/A	/ang/, /ing/, /ong/, /ung/	N/A
Blending Patterns	N/A	N/A	N/A
Multisyllabic Words	Compound words	Compound words	Two syllable words
Rapid Word Naming	HFw, CVC, CCVC, CVCC, CVVC	HFw, CCVC, CVCC, CVVC, CCVCC, CVCe, CCVCe	HFw, CCVC, CVCC, CVVC, CCVCC, CVCe, CCVCe
Word Masters	The Case of the Haunted Barn; R controlled vowels /ar/, /or/, blends /tw/, /st/, /pl/, soft c, soft g, short o, long A (a_e), long O (o_e), long I (i_e)	The Not-So-Great Skunk Adventure; diagraphs /sh/, /th/, R controlled vowels (er), (ir), phonogram /ang/	Treasure at Pirate's Bay; diagraphs /ch/, /tch/, long A (ay), long E (ey), long O (ow), (o); variant vowels (oi), (oy)
<b>Books</b>			
Read Aloud Books *Animated	<i>Where Will They Ride?</i> <i>Fun at the Pond</i>	N/A	<i>The Flying Pizza</i>
Book and Print Awareness	<i>Mr. Grump and the Beautiful Yard</i>	N/A	N/A
Single and Multiple Skills Readers * Passages	<i>Hide and Seek, Boats, Take That Off Stage, Homes, Ben and Steve at the Beach, At the Farm, The Twin Mice</i>	<i>I Like to Help, A Big Sneeze, The Shrimp and the Shark, Wait to Paint, The Mailman, King Zung and the Lark, Shel and Beth, Bert and Gert</i>	<i>The Best Trip, Going on A Ride*, Kittens*, The Best Day*, Ranch Hands*, Big Top Tent*, The Colt*, The Scarecrow*, Earthworms Help*, Royce Likes to Share*</i>
Inventory Skill Readers	<i>The Oatmeal Man</i> <i>The Big Game</i>	<i>The Fox Pack</i>	<i>Camping, Mother Cat and Her Kittens, Naptime, Elbert's Birthday, Coach Chapman, A Trip to the Dentist, Winter Storm, Roy and Troy Like Trains, The Wise Crow</i>

Cycle 10	
Skills Applications	
Phonemic Awareness	N/A
High Frequency Words	Good, many, too, their, would, look, father, friend, one, two, four, eight
Vowels	variant vowels (ow), (ou); schwa (aw), (al), (all), (alk), (alt); long E (y)
Consonant Blends	N/A
Diagraphs	/ph/, /wh/
Inflected Endings	(ed), (es) with double consonant; /d/ with spelling (ed)
Onset/Rime and Phonograms	N/A
Blending Patterns	N/A
Multisyllabic Words	Closed and open syllable words
Rapid Word Naming	HFV, CCVC, CVCC, CVVC, CCVCC, CVCe, CCVce
Word Masters	Return to Lost Island; inflected endings (ed); diagraphs /wh/, /ph/, variant vowels (ow), (ou), (aw)
Books	
Read Aloud Books *Animated	<i>Who Is Following Us?</i>
Book and Print Awareness	N/A
Single and Multiple Skills Readers * Passages	<i>How Can That Be?</i> <i>Water is a Good Thing*</i> , <i>The Strange Noise*</i> <i>Pet Parade*</i> <i>Clouds and Rain*</i> <i>Insects*</i> <i>People Send Mail*</i> <i>Going to the Vet*</i>
Inventory Skill Readers	<i>Shopping With Mom</i> <i>The Lopez Monster,</i> <i>The Flower Garden</i> <i>Spiders</i> <i>Howard the Storyteller</i> <i>Whales and Dolphins</i> <i>The Red-Tailed Hawk and the Black Crow</i> <i>America's Mountains</i> <i>Humphrey the Humpback Whale</i>

## Reading Curriculum Book Leveling and List

### Decodable Books

Titles and types of decodable books included in the **Reading Curriculum** may be printed from the Web site at [www.istation.com](http://www.istation.com) for classroom and home use.

Books are at least 90% decodable and support skills instruction for each teaching cycle. The legend for leveling criteria is included on the next page.

Title	Cycle	Skills
Pam and the Cap	1	HFW = and, has, see, the
Pam and Cam	1	VP = /a/
Mac and Cam	1	HFW = and, has, see, the; VP = /a/
The Maps	1	HFW = and, has, see, the; VP = /a/
Tim at Camp	2	HFW = go, his, is, this
Pip and His Lips	2	VP = /i/
See Sam Sit	2	VP = /a/, /i/
Tim and Sam	2	HFW = his, is, this; VP = /a/, /i/
Sam Tips the Lamp	2	HFW = this, is; VP = /a/, /i/
On the Dot	3	HFW = are, here, they, you
Dots and Spots	3	VP = /o/
The Toast in the Road	3	VP = /O/ oa
Snails in a Pail	3	VP = /A/ ai
Stan the Man	3	VP = /A/ ai, /O/ oa
The Toads Are Lost	3	HFW = are, here, they, you: VP = /o/, /A/ ai, /O/ oa
In the Rain	3	HFW = are, here, they, you: VP = /o/, /A/ ai, /O/ oa
My Hands and Feet	4	HFW = my, to, where, with
Fred Has Ten Hens	4	VP = /e/
Big Feet	4	VP = /E/ ee
Jean and Dean	4	VP = /E/ ea
Meg and the Hens	4	HFW = my, to, where, with; VP = /e/; /E/ ee, ea
The Green Team	4	HFW = my, to, where, with; VP = /e/, /E/ ea, ee
My Dog Has Fleas	4	HFW = my, to, where: VP = /e/, /E/ ea, ee
The Bun for Us	5	HFW = for, her, said, what
Bug in the Mud	5	VP = /u/
Late for the Game	5	VP = /A/ a_e
I Rode Home	5	VP = /O/ o_e
Homes for Sale	5	HFW = for, her, said; VP = /A/ a_e, /O/ o_e
Fun at Home	5	HFW = her; VP = /u/, /A/ a_e, /O/ o_e
The Blue Blimp	5	HFW = her, for, said, what; VP = /u/, /A/ a_e, /O/ o_e
Where Is Jane?	6	HFW = she, from, that, was
Time to Ride	6	VP = /I/ i_e
A Cute Mule	6	VP = /U/ u_e
Time to Ride My Mule	6	HFW = she; VP = /I/ i_e, /U/ u_e
The Dunes	6	VP = /I/ i_e, /U/ u_e
Just in Time	6	VP = /I/ i_e, /U/ u_e

Title	Cycle	Skills
Homes	7	HFW = have, do; VP = soft c + e
Hide and Seek	7	HFW = come; VP = long vowel open syllable
Boats	7	HFW = there; VP = Bossy R (or and ore)
Wake Up!	7	VP = /A/ Silent e
Take That Off Stage	7	HFW = of; VP = soft g+e
Ben and Steve at the Beach	7	VP = long and short vowel compound words
Mark and Kate	7	HFW = some; VP = Bossy R /ar/
At the Farm	7	VP = ar, are, or, ore
Twin Mice	7	Consonant blends (sw, tw, squ); soft c + e; soft g + e
The Oatmeal Man	7	VP = long vowel open syll.; Bossy R; soft g; compound words
The Big Game	7	VP = long vowel open syll.; ore, are; soft c; compound words
I Like to Help	8	HFW = give, could, does, when, want, your
King Zung and the Lark	8	HFW = does; VP = Phonograms (ang, ing, ong, ung)
A Big Sneeze	8	HFW = could; VP = Bossy R /er/ (er, ir, ur)
The Shrimp and the Shark	8	HFW = your; Digraph /sh/
The Mailman	8	HFW = when; VP = long and short vowel compound words
Wait to Paint	8	HFW = give; Digraph /th/
Bert and Gert	8	HFW = want; VP = Bossy R /er/; compound words
Shel and Beth	8	Digraphs /sh/ and /th/
The Fox Pack: Chapter One	8	VP = Phonograms; Bossy R /er/ (ir, ur); Digraphs /sh/ and /th/
The Fox Pack: Chapter Two	8	VP = Phonograms; Bossy R /er/ (er); Digraphs /sh/ and /th/
The Best Trip	9	HFW= put, goes, who, because, thought, why
Camping	9	Inflected endings (ed, ing, s)
Mother Cat and Her Kittens	9	Multisyllabic words
Naptime	9	Inflected endings (ed, ing, s), multisyllabic words
Elbert's Birthday	9	VP= /A/ ay, /E/ ey, /I/ ei, /O/ oe
Coach Chapman	9	Digraphs /ch/ and /tch/
A Trip to the Dentist	9	VP= /A/ ay, /E/ ey, /I/ ei, /O/ oe; digraphs /ch/ and /tch/
Winter Storm	9	VP= /O/ ow, ol
Roy and Troy Like Trains	9	VP= Variant vowels oy, oi
The Wise Crow	9	VP= /O/ ow, ol; Variant vowels oy, oi
How Can That Be?	10	HFW=good, many, too, their, would, look
Shopping With Mom	10	Multisyllabic closed syllable words (-le) (-y)
The Lopez Monster	10	Inflected endings; multisyllabic closed syllable words (-le) (-y)
The Flower Garden	10	VP=Variant vowels ow, ou
Spiders	10	VP=schwa; multisyllabic open syllable words
Howard the Storyteller	10	VP=Variant vowels ow, ou; multisyllabic open syllable words; inflected endings
Whales and Dolphins	10	Digraphs /ph/ and /wh/
The Red-Tailed Hawk and the Black Crow	10	VP=Variant vowels aw, all, alk, alt, al
America's Mountains	10	VP=Variant vowels aw, all, alk, alt, al; digraphs /ph/ and /wh/
Humphrey the Humpback Whale	10	VP=Variant vowels aw, all, alk, alt, al; digraphs /ph/ and /wh/

## Reading Curriculum Book List

### Read Aloud Books

Read Aloud books are read by the narrator to model fluency and develop vocabulary and comprehension.

Titles and types of books included in the Reading Curriculum may be printed from the Web site at [www.istation.com](http://www.istation.com) for teachers to read to students in the classroom or for parents to read to them at home. (After logging in, look in Teacher Resources under books in the materials section. The books are listed by cycle.) Teachers can also print books from the portfolio. For students to have books reread to them or print books from the portfolio, a teacher's password must be entered on the student's computer.

Book Title	Cycle(s)	Genre
Dusty the Dog and Coco the Cat	1, 2	Narrative Fiction
Mac and Cam	1	Realistic Fiction
Pam and the Cap	2	Realistic Fiction
Pals	5	Fiction
Sam Has Mail	1, 4	Realistic Fiction
Lamps	3	Fantasy
The Yellow Pin	4	Fantasy
In the Sand	6	Fantasy
Raindrops	5	Realistic Fiction
Clem the Clown and Tim the Dog	1	Fiction
Where Is Coco?	2	Realistic Fiction
The Act*	2	Narrative Fiction
The Garden Trail	3	Narrative Fiction
Trips With My Family	3	Narrative Recount
Cal and the Clam*	3	Narrative Fiction

\*Animated Book

Book Title	Cycle(s)	Genre
Fun with Friends	4	Journal
The Cleaning Attack	4	Recount
Surprise!	5	Realistic Fiction
Pat's Cat	5	Fantasy
Jen and Her New Friends	6	Fantasy
The Last Scrap*	6	Narrative Fiction
A Special Delivery for Dusty	6	Fantasy
Where Will They Ride	7	Fantasy
Fun at the Pond	7	Fantasy
Mr. Grump and the Beautiful Yard	7	Realistic Fiction
Just the Right Size	7	Fiction
The Queen's Suitcase	8	Narrative Fiction
The Not so Great Skunk Adventure	8	Recount
The Flying Pizza	9	Narrative Fiction
Who is Following Us?	10	Realistic Fiction



Portfolio

Note: The portfolio is accessed from the opening Control Room.

## Reading Curriculum Comprehension Matrix

Implicit and explicit reading and listening comprehension skills are taught and assessed within Decodable skillbooks and Read Aloud books. Comprehension strategies are taught in one book and practiced and assessed in subsequent books.

Skill Presentation	Teaching Cycles									
	1	2	3	4	5	6	7	8	9	10
Factual Recall	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Prediction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Character		✓	✓	✓	✓	✓	✓	✓	✓	✓
Setting			✓	✓	✓	✓	✓	✓	✓	✓
Simple Story Structure				✓	✓	✓	✓	✓	✓	✓
Cause/Effect					✓	✓	✓	✓	✓	✓
Problem Solution					✓	✓	✓	✓	✓	✓
Compare/Contrast						✓	✓	✓	✓	✓
Characterization							✓	✓	✓	✓
Make Inferences							✓	✓	✓	✓
Main Idea							✓	✓	✓	✓
Plot								✓	✓	✓
Form Conclusions								✓	✓	✓
Summarize								✓	✓	✓
Generalize								✓	✓	✓
Read Charts & Diagrams										✓



## System Requirements for Windows and Macintosh

### Windows System Requirements

Specification	Recommended	Minimum Required
Operating System	Windows® XP or 2000	Windows 98
Processor	500 Mhz Pentium® III	233 Mhz Pentium II
Memory	256 MB RAM	128 MB RAM
Hard Disk	300 MB free space	200 MB free space
Graphic Display	800x600	800x600
Sound Card	with headphones	with headphones
Internet Connection	768 kbps or greater	256 kbps or greater

### Macintosh System Requirements

Specification	Recommended	Minimum Required
Operating System	OSX 10.3	OSX 10.3
Processor	G4 CPU	400 Mhz G3
Memory	256 MB RAM	128 MB RAM
Hard Disk	300 MB free space	200 MB free space
Graphic Display	800x600	800x600
Sound Card	with headphones	with headphones
Internet Connection	768 kbps or greater	256 kbps or greater

Additionally, any internal firewalls must be configured to allow outbound access to our servers:

- IP address range 65.120.151.128 - 65.120.151.135
- TCP ports 12500-12509

### Installation Information

*The Imagination Station* is a TCP/IP Internet-based network. A simple installation is performed from our Web site at [www.istation.com](http://www.istation.com). There are no CD-ROMs to install or school-based servers to maintain. Administration for schools is virtually non-existent. After installation, we can support any number of simultaneous students in *The Imagination Station* generally using the bandwidth of a single surfer. In the event that the school's Internet connection is lost, *The Imagination Station* will continue to function normally and will synchronize with our servers when the Internet connection is restored. Since *The Imagination Station* is delivered through the Internet, we transparently provide enhancements without a service call, at no additional cost.

### Windows XP Service Pack 2 Information

When running Microsoft's Windows XP Service Pack 2, the included Windows firewall must be configured to allow *The Imagination Station* to accept connections from the local network.

Refer to our Web site for updated requirements.

## Installation for Windows

Use the following instructions to install *The Imagination Station* on computers that meet our Windows system requirements. If you have a protection program on the computers, then follow the instructions for disabling the program before installing *The Imagination Station*.

1. Go to the Web site at [www.istation.com](http://www.istation.com).
2. Click Download in the top right corner.
3. Type the word jenny (in lowercase) as the Download password.
4. Click Go.
5. Click Download for Windows.
6. Click Run or Open.
7. Click Run again, if that is an option.
8. Click Install.
9. Click Next to accept the Default installation.
10. Click Next to accept the Default directory, if that is an option.
11. The program should run automatically. If not, minimize the Web site and click on the istation icon to start.
12. Type your school Domain in the Default Domain box, if it is not automatically supplied. (For more information, see Accessing Reports in the Reports section.)  
Note: Do not type in the Peer Group area, if that is an option.
13. Click OK. Your computer will automatically restart.
14. Type your user name and password.
15. Click OK to start *The Imagination Station*.

If you do not know your Domain, user name, or password, contact a Support Services technician at: 1-866-883-7323, and press 2 or email [accounts@istation.com](mailto:accounts@istation.com).

## Installation for Mac

Use the following instructions to install *The Imagination Station* on computers that meet our Mac system requirements.

1. To install *The Imagination Station*, you should first log into the Macintosh as a user who has administration privileges.

NOTE: Attempting to install as a user who does not have administration privileges will prevent you from putting *The Imagination Station* into Applications in steps 6 and 7. Other users will not be able to run *The Imagination Station*.

2. Once you are logged into the computer, open a web browser, and type [www.istation.com](http://www.istation.com) into the address bar.

***Please use Safari as your web browser for the download and installation of The Imagination Station.***

3. On the Home page, click the Download tab, located toward the top of the screen.
4. Type the Download Password, and then click Go.

NOTE: At this point, you may review the hardware requirements for running *The Imagination Station* on the Macintosh, by clicking the hardware requirements link at the top of the page. Close this window when you are finished viewing it.

5. Click the Download link for Mac OS X 10.3. This will download *The Imagination Station* application to your Desktop.

NOTE: The Desktop directory should have been opened in a separate Finder window, displaying *The Imagination Station* along with the other items that are on the Desktop.

If you logged in as a user with administration privileges, you may move *The Imagination Station* into the Applications directory if you wish to allow other users of the computer to access it. To do so, perform the next two steps:

6. Open the Finder, and navigate to the Applications directory, located within Macintosh HD.
7. You may now click the icon for *The Imagination Station* in the Desktop directory, and drag the icon into the Applications directory.

NOTE: You may alternately drag the icon directly from the Desktop into the Applications directory.

8. Double-click *The Imagination Station* icon.
9. After *The Imagination Station* loads, you will need to type the appropriate domain, and then click OK.
10. Click OK again when asked to restart *The Imagination Station*.
11. Double-click *The Imagination Station* icon again.
12. When the application loads again, type your User Name and Password, and then you may begin!
13. Leave the application running while you install other computers on the network by repeating the steps above. This will allow the other installations to skip step 9 and automatically configure the domain information.

If you do not know your Domain, user name, or password, contact a Support Services technician at: 1-866-883-7323, and press 2 or email [accounts@istation.com](mailto:accounts@istation.com).

## Technology Problem Solving

### Student is unable to log on (error message):

1. Ensure Caps Lock key is not engaged.
2. Ensure Shift key is not locked or used.
3. Check accuracy of student login name.
4. Check accuracy of student password.
5. Click Exit, and then click Yes to exit the program.
6. Re-open *The Imagination Station*.
7. Enter your user name and password again.
8. Call Support Services at 1-866-883-7323 if assistance is required.

**Program is non-responsive.** (There is no activity on the screen or student is unable to click and activate the program.) An hourglass may be displayed on the screen.

1. Scroll over the School Bus, and then click on the Stop Sign.
2. Hold down Alt key and F4 at the same time.
3. Hold down the Control, Alt, and Delete keys at the same time.
4. Select *The Imagination Station*, and then click End Task. (You may have to click on End Task more than once.)
5. Re-open *The Imagination Station* by Double-clicking on the icon.
6. Enter your user name and password again.  
If the program is not working, shut down and restart computer.
7. Contact istation Support Services at 1-866-883-7323 if assistance is required.

## Changing the School Domain

If students are using the correct user names and passwords but cannot log in, check your **School Domain**. It must be correct for students to log in.

### Verifying Your School Domain

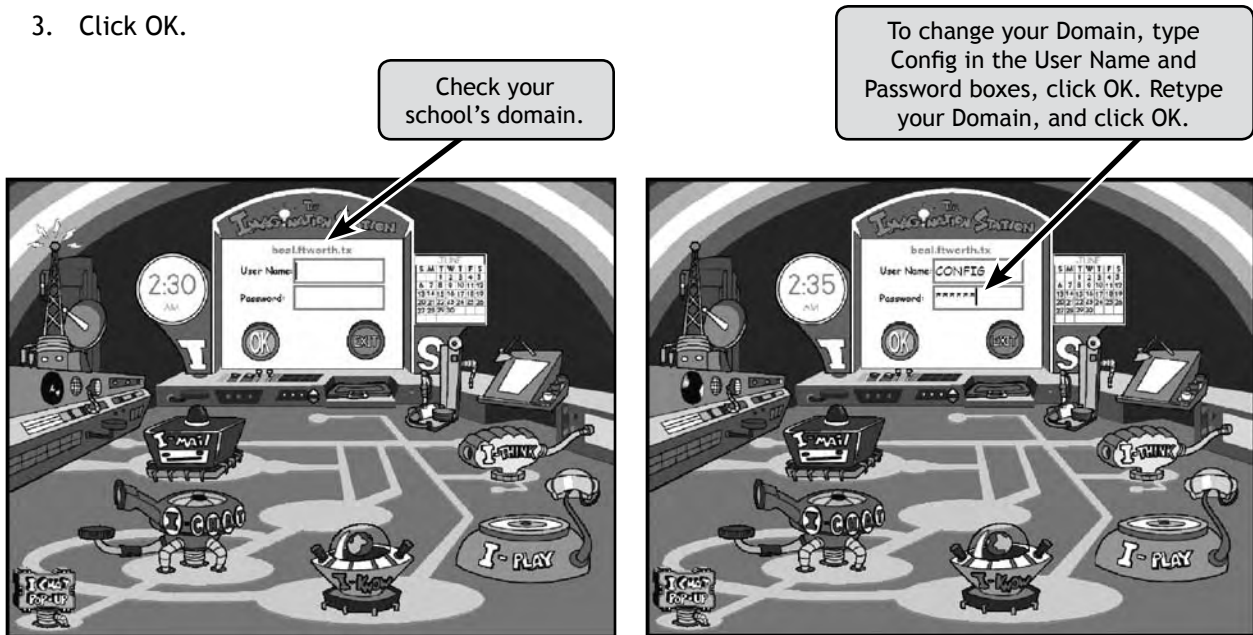
If you are uncertain about your School Domain, then do the following:

1. From Internet Explorer, go to [www.istation.com](http://www.istation.com).
2. Click Teacher Features.
3. Click the word Domain to select your domain (or location).
4. Click the State drop down menu to select your state.
5. Click the City/District drop down menu, and select your city or district name if it is not supplied.

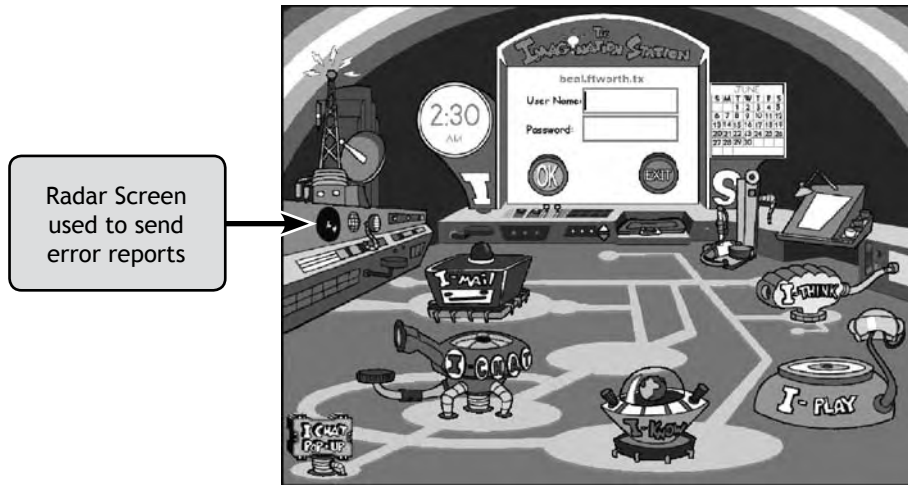
If your school exists in our system, your domain name will be automatically supplied, and you will be asked to enter your User Name and Password.

### Correcting Your School Domain

1. Type Config in the User Name box and Config in the Password box.
2. When the Configuration box displays, type the correct Domain for your school.
3. Click OK.



## Sending Error Reports to Support Services



*Control Room*

1. While in *The Imagination Station* Control Room, hold down the Control key, and click the Radar Screen.
2. When the message window opens, type a description of the problem. Include your name, phone number, and/or email address, and click OK.
3. Support Services will respond to your message promptly.

## Support Services

### Contact istation Support Services

7:30AM - 6:30PM CST, Monday - Friday

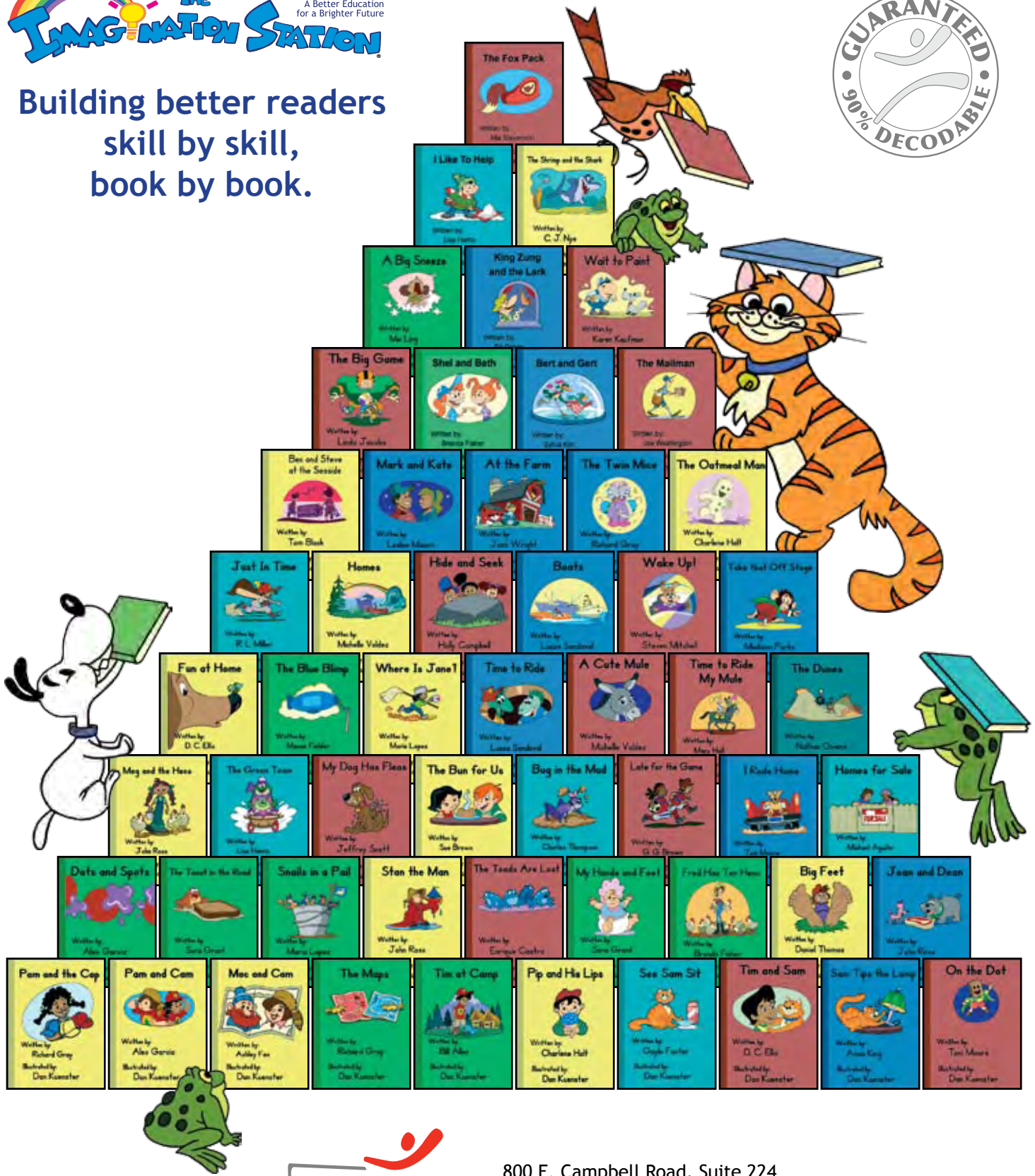
972-643-3440 and press 2, or 1-866-883-7323 and press 2

or email [support@istation.com](mailto:support@istation.com)

### For assistance with:

- Installation of *The Imagination Station* on the computer in your classroom. A technician will assist with installation by talking with you on the telephone.
- Creating a class.
- Accessing The Imagination Station interactive curriculum.
- Accessing The Imagination Station reports.
- Accessing The Imagination Station Teacher Resources.
- **Adding and removing students, or designating a student for a special group.**

Building better readers  
skill by skill,  
book by book.



# 3 Getting Started for TEACHERS

## Introduction

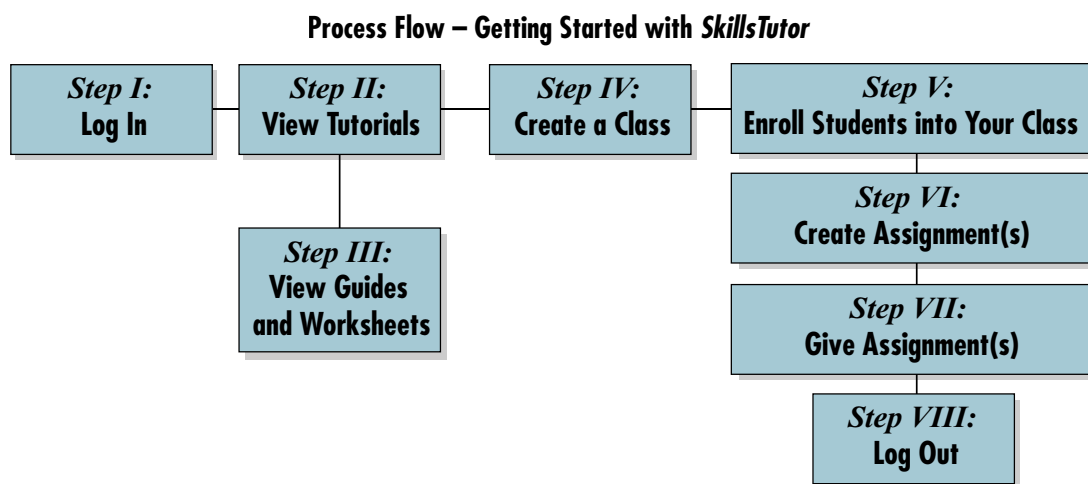
*SkillsTutor* is a comprehensive resource for diagnosing and meeting the needs of your students. It gives students a guided review of basic skills covered by national standardized tests such as the California Achievement Tests (CAT), the Comprehensive Tests of Basic Skills (CTBS), the Iowa Tests of Basic Skills (ITBS), and the Stanford Achievement Test (SAT). It also provides students with important practice for the standardized tests by presenting questions in the same format used by national tests in a variety of subject areas.

The three principal activities in the teacher program are setting up classes, creating assignments, and viewing/printing reports. This document provides a quick overview of these activities to help you get started.

**Classroom Guide (online):** See page 3-4 on viewing online documentation. Each Classroom guide contains Lesson Summaries and assignment sheets. Many Classroom Guides also contain worksheets to support lessons within the module.

## About Getting Started for Teachers

The information on subsequent pages of this section is organized according to the process defined in the diagram shown below:



We recommend that you go through each of the steps identified in this process to successfully get started with *SkillsTutor*.