



FrontRead Teacher's Guide

October 2019

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Introduction

Preface

Steadily increasing demands are placed on students' literacy skills. We know that talented readers perform better both in primary and lower secondary education as well as in higher education.

We are bombarded daily by a ton of analogue as well as digital texts. This applies to both at school, at work and in our private lives. The amount of text is tremendous. It necessitates effective reading skills so that we can quickly orient ourselves in the large text volume and select the texts or tidbits we think we need to dive more into. In other words, we should be able to skim a text effectively, ie. read it at a high speed while getting so much of the content so that we know what the text is about and know where we can return and immerse ourselves in selected parts of the text.

To be a skilled and effective reader, it therefore requires that you train your skills in both reading comprehension and reading speed. A high reading rate is a prerequisite for a good reading comprehension. When reading is automated, ie. that reading is fluid, error free and at good speed, mental energy is released to focus on content.

FrontRead is a unique training course that trains student's ability to read faster, more targeted and with better understanding. This is trained through digital exercises for both the eyes, the brain and the work memory. The FrontRead training cannot stand alone. It is important to maintain students' new skills and progression by creating transfer value for other reading contexts. See appendix on transfer value - ideas for training in own materials. It helps students to maintain the acquired literacy skills and helps motivate them to read both digitally and analogously.

This is in a FrontRead-solution

- A digital training course for training of your reading speed, concentration and text-understanding
- A teacher administration module with statistics and detailed information about your student's progression
- Reading strategies, including ideas for training with your own study material
- Knowledge about reading and studying
- Informative videos about the program

FrontReads training course has been built up of three modules with an increasing difficulty. They consist of:

Start assignment	Middle assignment 1	Middle assignment 2	End assignment
Module 1:	Module 2:	Module 3:	Diploma
Niveau 1	Niveau 4	Niveau 7	
Niveau 2	Niveau 5	Niveau 8	
Niveau 3	Niveau 6	Niveau 9	

The material provides great opportunities for teaching differentiation. The teacher can choose what difficulty of text the individual student will train on. Students work independently with FrontRead and receive ongoing feedback from the program over the course of their training. FrontRead caters for and challenges all students; both slow readers and the most talented students.

Get started

Before you start your class on a FrontRead course

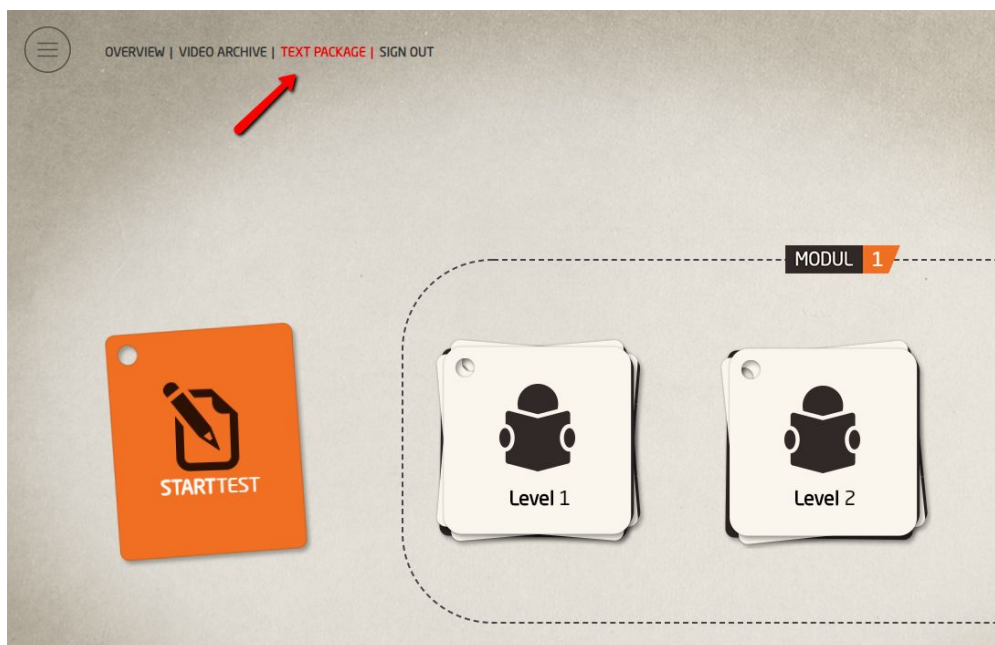
To get the best results with FrontRead, it is best to practice regularly for limited periods rather than train intensively with long periods of breaks:

- 2-3 times a week
- 20-30 minutes at a time
- 8-10 weeks, after which you take a break from the program

After the end of the training period, it can become necessary to regularly strengthen and repeat the exercises throughout the school year.

Go to FrontRead's homepage www.frontread.com and click the link at the top called "My FrontRead" or find us on your iPad's App Store.

In the username and password field enter "demoapp". This opens the teacher-demo of FrontRead, where you can freely look and try the various exercises, watch the videos and look at the different text packages. In the menu, click on text packages to get to the selection screen where you can choose which text package you want to see.



We recommend looking through the videos and text packages as well as trying out some exercises in the program before you start a course for your class.

The demo program is also very useful in class if you want to show movies or exercises to the students.

REMEMBER: This edition is for demonstration only and cannot be used by students as it does not save data.

You can read more about where to go to see the available text packages in the chapter about text packages [in this teacher's guide](#).

How to start your class

Go to FrontReads homepage www.frontread.com and click on the link "My FrontRead" at the top of the page or locate us in your iPad's App Store.

1. Write your username and password in the blank spaces – and click "log in".
2. Go to the topleft menu and choose "Administration".
3. Choose "Institution."
4. Click the button called "Create new group".
5. Fill out the form and remember to choose the text-packages that fit you class. After the students log in for the first time, you are able to change the text-packages for those students that need an easier or more difficult text than the rest of the class. Do this before they take their start test.

By inputting your email, you will receive news about updates and added features to the program, as well as be notified about disruptions or downtime in the service.

Once the students are in the group it is possible to change the text packages for those students that might need an easier or harder text than the rest of the class. Do this before they start their training.

In the administrations module it is possible to read all available texts alongside the question for each text. That allows you to familiarise yourself with the texts and quickly get an overview of their difficulty levels and content in relation to your students.

If you do not know your class in advance, then it is possible to assign the text package that is recommended to their current year and age. Based on their immediate results it is then possible to assign another one of a different level and adjust their individual difficulty level that way.

6. You class is now ready to start FrontRead. Go back to your FrontRead-administration to follow your students' progress and view their results. Click on a student's name to get more details about the individual student.

NOTICE: In order for any changes of text packages to take effect, it is necessary for the students to relog.

At each new school year just create a new class as described above. If you have any students that need to continue with a course from the previous school year it is possible to have them resume that course in the newly created class.

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The teacher's role during a FrontRead course

As their teacher you know your students best.

The teacher is very important for a student's learning, even when students train independently with a digital tool.

The teacher has different tasks during a FrontRead course in order to support optimal learning for the students.

Already during the planning of a FrontRead course, it is crucial for the teacher to structure and organize the course so that the students can work in short and intense periods of 6-8 weeks at a time, to achieve better training results.

The teacher also has a central role in introducing the program to the students because it is important to get an understanding of, and motivation for, why the class should work with FrontRead.

Along the way, the teacher can follow the individual student's work and progress in the course, and the teacher's core task is to continuously talk to the individual student about the learning outcomes, provide feedback and support for continued motivation. For those conversations, we recommend that the teacher and the student look at the student's statistics in "Overview".

Once the FrontRead course is completed, there is also a didactic task for the teacher to continue to support the students in applying the learned reading techniques in other reading contexts, eg by academic reading in the subjects. The teacher thus has an important role in creating transfer value in the work with FrontRead.

Read more in the chapter in the Appendix – [Transfer value - ideas for reading training with your own materials](#).

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Advice before your students start

- Watch the introductory film with the students and ensure an understanding and motivation for training with FrontRead
- Before starting the course, it is important to talk with your students and explain that they should read the first text at their normal reading speed, just as they would do when reading something they are required to remember. The program automatically regulates the reading speed during their course, and if the students either read too slowly or too fast, the subsequent exercises will also go either too fast or too slowly. The text is read only once unless they get less than five correct answers out of the ten possible or they get an unrealistic reading speed
- As soon as the students have completed their start test, FrontRead has measured the reading speed. The student now enters Level 1 and completes all four exercises in F1, then all four exercises in F2, then all four exercises in F3 and finally all four exercises in F4
- To maintain the concentration level of the younger students, we recommend that they work with two exercises in each exercise type and then repeat the process with the two remaining exercises in each exercise type
- Explain to the students that they can increase and decrease the exposure time until they get between six to eight correct answers. This gives the optimal level of challenge and increases their learning. If they get ten out of ten correct at the fastest exposure time, then that is fine. The difficulty of the exercises increases according to the level they are on, and they have just started out on a strong note.
- When reading a text for the first time, you read to judge the content and relevance of the text. Therefore, an understanding of 60-80% is enough. An answer rate of 60-80% when reading and training with FrontRead is thus considered enough.

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How to plan a FrontRead course

Efficient learning with FrontRead

To get the best results with FrontRead, it is best to practice regularly for limited periods rather than train intensively with long periods of breaks:

- 2-3 times a week
- 20-30 minutes at a time
- 8-10 weeks, after which you take a break from the program

After the end of the training period, it can become necessary to regularly strengthen and repeat the exercises throughout the school year.

How can you organize your school so that you create training times for the students? We recommend that the students train as often as possible with FrontRead every week; preferably three or more times a week for a maximum of 20-30 minutes at a time because the training is very intense for the eyes and brain.

The more concentrated the course is, the faster the students get good results. If there is too much time between the pupils having the opportunity to train with the program, they forget some of the things already learned and may need to repeat some exercises before they continue with their current module, meaning they would have to spend more time on the course.

It's like running exercises; It's better to run several times a week than just once. It adds mileage to your legs and gradually improves the distance you can run. The same holds true with FrontRead, as it provides the most effective exercise for the eye and brain to practice multiple times a week. The eye and the brain must also improve the distances they can go to so the students can draw on it when reading. They cannot gain these benefits simply by training once a week.

That's why it is important that you find the training opportunities you can during the week. Could it be scheduled before class? During language lessons? During supportive teaching? In a study group? At home? Or a combination of all? You must find the time spots that fit your organization at your school. FrontRead cannot be left alone as a self-instructional material for the student, as the dialogue between teacher and student gives the best result of the training.

Our experience is that the students get the most benefit from FrontRead by training 2-3 times a week during class. In addition, it can be supplemented with the other options mentioned above.

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How to work with FrontRead

An example of how to work with FrontRead is by making agreements with your class about deadlines. For example, you could agree that Module 1 is completed after one week, Module 2 is finished after two weeks and Module 3 is completed after three weeks. This goal can be reached if you train both at school and at home. You could also agree with your students, that all milestone-assignments are done at school, and that the teacher talk about the exercises and shows a FrontRead-video before the next module is started. In this way, students can follow each other a bit.

It's also possible to have the students work on the exercises at home, without a common deadline. This way the individual student will be done with a FrontRead course at different intervals.

Or you could work concentrated on module 1 and 2 as described above, and then take a 4-6 week break. When you pick it up again, we recommend that you redo a few of the exercises in module 2 level 6 before you continue into module 3 in the same focused way.

Repetition

When students repeat an exercise it is not required that they finish all four exercises on each level. That is up to you as the teacher to assess what is relevant for the individual student.

Reading test before and after FrontRead progress

Before your class begins, and after training with FrontRead, you can take a test in with an independent reading test. That way you can measure the benefits and progress outside of FrontRead's program as well.

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The 4 exercises in FrontRead

Fixation – F1

This exercise trains the eyes' ability to focus faster, ie. to see and perceive the text. The exercise functions by showing the reader numbers in a short amount of time measured in milliseconds. When fixation is trained, the reading speed increases automatically. A fast and stable fixation rhythm across the page helps you're your understanding and thus reduces the occurrence of jumps back in the text during reading.

Visual span – F2

This exercise trains and expands the eye's span, ie. the amount of text you can take in and keep in your field of view at once without moving your eyes. This means that we can read and perceive larger sentences at a time.

Working memory – F3

Here you train your working memory, ie. the amount of information the brain can process at a time.

Reading memory – F4

The three previous exercises all lead up to the reading training. Through them you force an increase in reading speed, which increases the concentration and lowers the inner voice (silent vocalization) thus preventing your brain from wandering during reading.

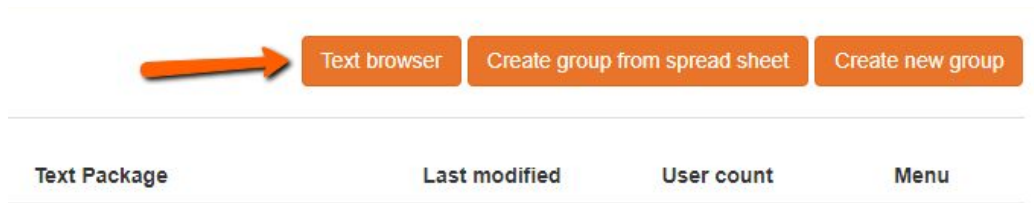
By training in understanding and learning the questions and skimming before you start a thorough read, focus is placed on what you want to get out of a text.



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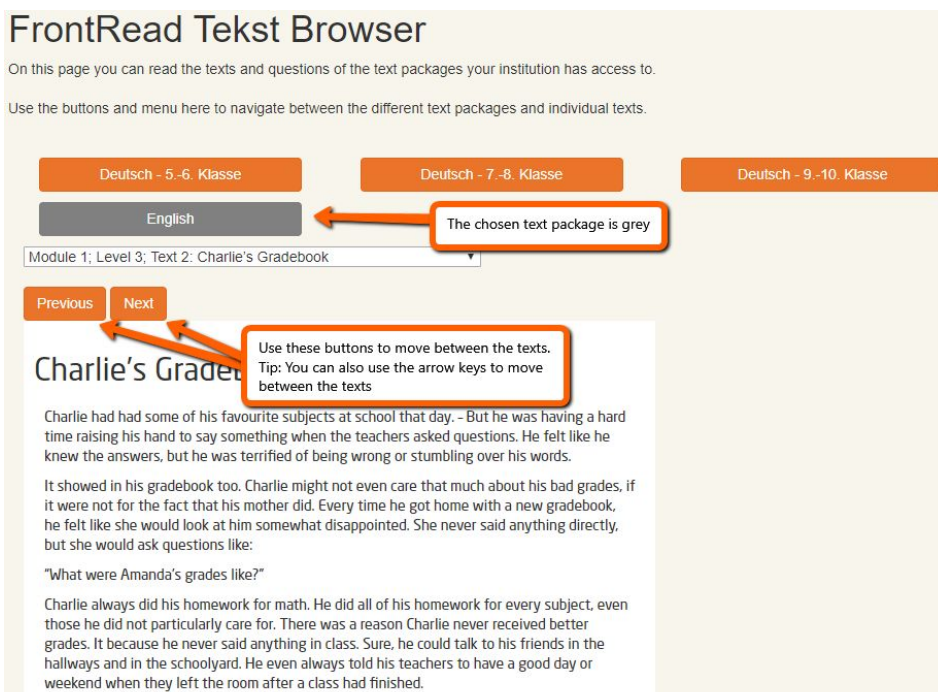
Overview of the text packages in the program

In the teacher's administration module you can see through all the available texts and associated questions for all available text packages.



Log into the administration module, choose your school and select Text Packages.

In the FrontRead Text Browser-window you can select the text package you wish to read and choose one of the texts from that package to view it.



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How do you guide the individual student?

You as the teacher knows your students best. You know who to challenge and who might need to train a little longer. Here are some student types we have met:

The "brave" students

The students who choose to speed up their exercises up too much will often get many mistakes. If there are too many, they cannot continue in the program and have to do the exercises again. If it is in the Milestone assignments and there are too few correct ones, you can recommend the student to slow down.

The "perfect" students

We hear from a lot of teachers that the "perfect" student often read too slow because they want to be sure they can remember it all.

These students should be encouraged to push themselves a little more in speed, even if that means they "only" get 60-80% correct answers.

The "cautious" students

Some students need more time than others to achieve good results. In this case, it is important to point out that it does not matter how many words the other students read per minute, but that the student should be happy and evaluate their own progress.

The "racing" students

For some students, FrontRead becomes a race. As long as they stay within 60-80% correct answers, it is usually safe to let them do this. This also means they can probably jump several steps at a time when it comes to choosing speed.

The dyslexic students

The dyslexic students rarely achieve a particularly high reading speed, but training with FrontRead sharpens their working memory and concentration and they can also train their ability to listen to texts read out aloud by using either Into Words, AppWriter or other reading tools alongside FrontRead.

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The teacher's administration and statistics module

In FrontRead, the teacher has access to an administration and statistics module. The teacher can create groups, assign text packages, and keep track of how each student works with FrontRead. Furthermore, there are different statistics options, so the teacher can see the progress of each individual student as well as the whole class.

It is important that you as a teacher keep an eye on:

- The students' words per. minute (wpm) and reading comprehension in the Start test, Milestones and End test. Does the result match your perception of the student's reading skills?
- That the student only reads the text once if the result at the first reading is satisfactory.

Some students check the text up to several times with a few quick read throughs to make sure they get every question correct. The result of this is that they end up with an unrealistic reading speed. That is why we have put a limit to how fast you can go through the Start test, End test or the Milestone assignment. This limit is currently set at 800 WPM.

Warning

You have gone through the text too quickly

This speed does not allow you to understand the text and answer the questions.

Go back and read the text at your normal reading speed.

RESTART

CANCEL

If a student exceeds 800 WPM, then the following pop-up will appear and the students will be unable to answer the questions and will be prompted to redo the test.

We recommend that you keep an eye on the students WPM – especially during the

Start test – since some students can get some high and unrealistic speeds for their age group.

It is possible to remove the limit on their reading speed, if you have a student that happens to actually read at more than 800 WPM. To do this, go into "Edit" next to the student and check the box called "Unlimited reading speed". The student can then work without being stopped by the above pop-up.



On the page with the graph you can click on the button below "exercise details" and see the results of the F1-F4 exercises in all modules.

Show exercise details

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Level 1

F1 - Fixation (exposure)

0.30	0.15	0.08	0.04
10/10	10/10	8/10	7/10

F2 - Visual span (exposure)

0.30	0.10	0.04	0.04
10/10	10/10	7/10	8/10

F3 - Working memory (exposure)

0.20	0.10	0.04	0.04
10/10	10/10	9/10	9/10

F4 - Reading workout (WPM)

231	231	256	256
4/4	4/4	2/4	3/4

Here you see an example from Level 1.

This example shows a student, with the same exposure time in the F1-F3 exercises on 0.05, while at the same time answering 8 out of 10 questions correctly. Based on this it looks like the exposure time has been too slow and the exercises thus became too easy for the student. We recommend that the teacher in this case encourages the student to choose a faster exposure time, so the student is challenged to improve himself. That is where the student works optimally and achieves the best learning.

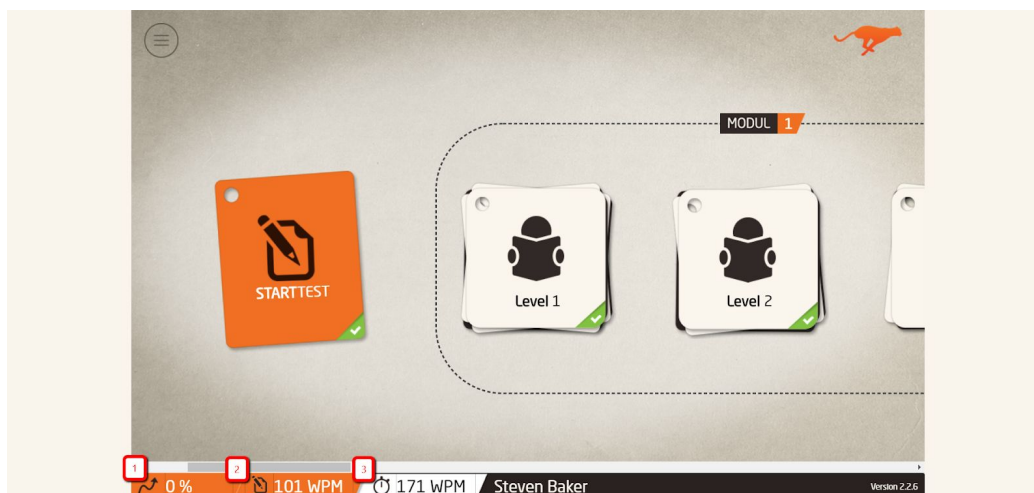
In the F4 exercise, where the student trains reading memory and reading flow you can see that the first three exercises have an understanding between two to four correct answers out of the four asked questions. That fits in well with the recommended 60-80% comprehension of an unknown text during a first readthrough. It is not uncommon that a student has varying scores within the same reading speed, as the students might have preexisting knowledge of a genre and topics.

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Student development and progress

Students can always follow their own progression at the bottom of their own screen in the form of a progression bar.

At the bottom you'll find the progression bar:



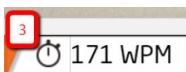
The progression bar shows:



How much of a percentage the student has improved from the Start test to the latest Milestone.

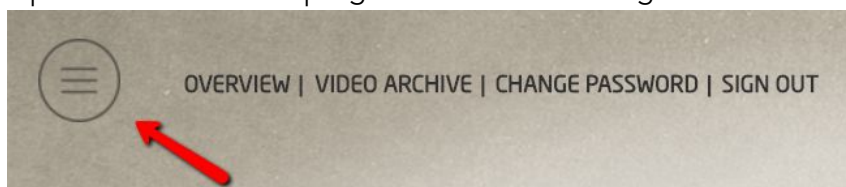


How many words per minute (wpm) the students read at the last finished test.



How many words per minute (wpm) the student read with in the reading memory exercises.

The students can also click on Overview in the menu and look at visual representation of their progress with their training.



How to read your students' results

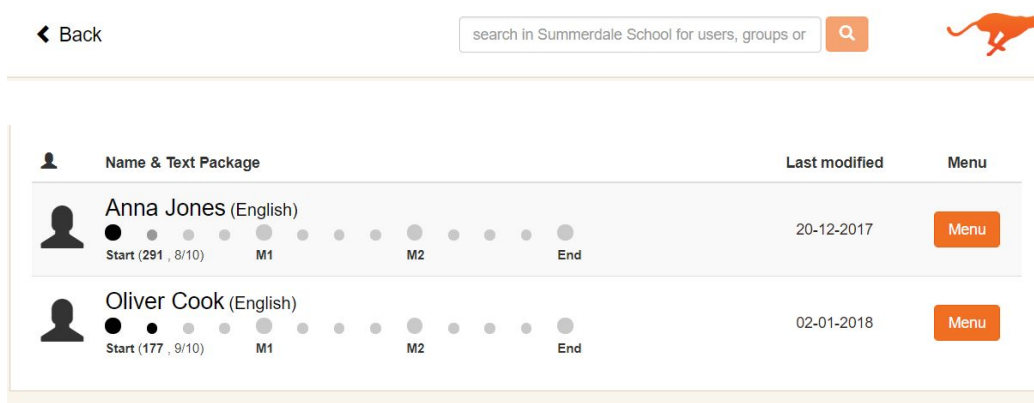
To follow your students' development and to read their results, use the FrontRead Administration.

1. Choose "Administration" under the menu at the top of the page inside the app.



On the group list you can see how far the individual students have gotten in the program. This is shown by the small dots in the figure turning from grey to black.

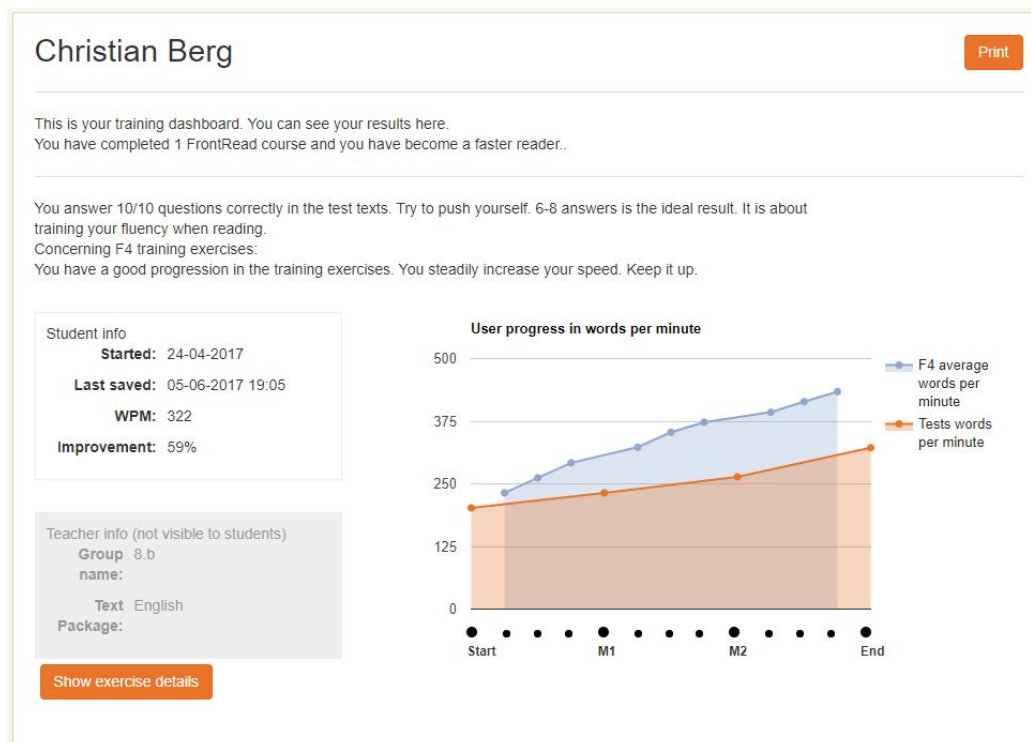
You can search for a student, group or teacher in the search field.



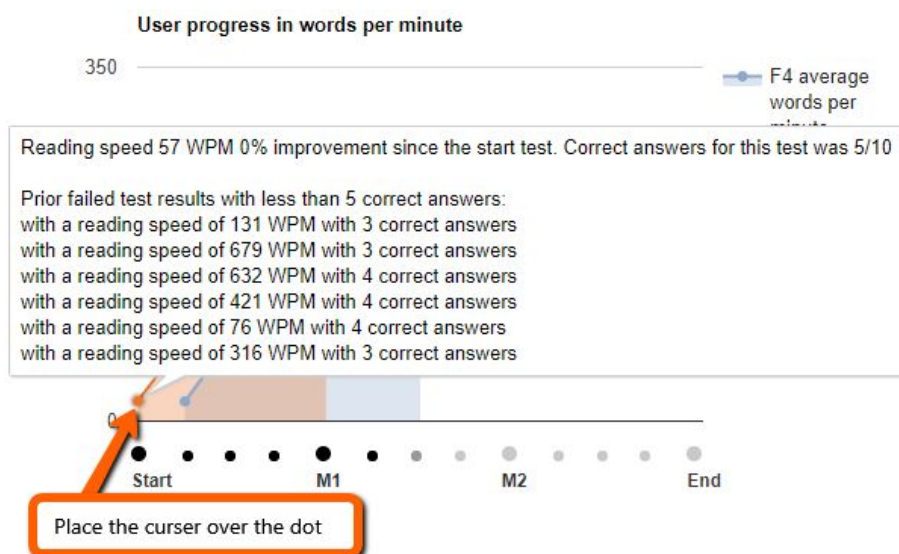
The four large circles show the results of the Start test, the two Milestone tests and the End test. The line underneath shows how many words per minute (wpm) and how many correct answers they have out of 10 possible. In this case, the student read the Start test with 117 words per minute and answered 9 out of 10 questions correctly.

To get more information about the individual students training results, click on the student's name in the group.

Here you can see a visual representation of the students results:



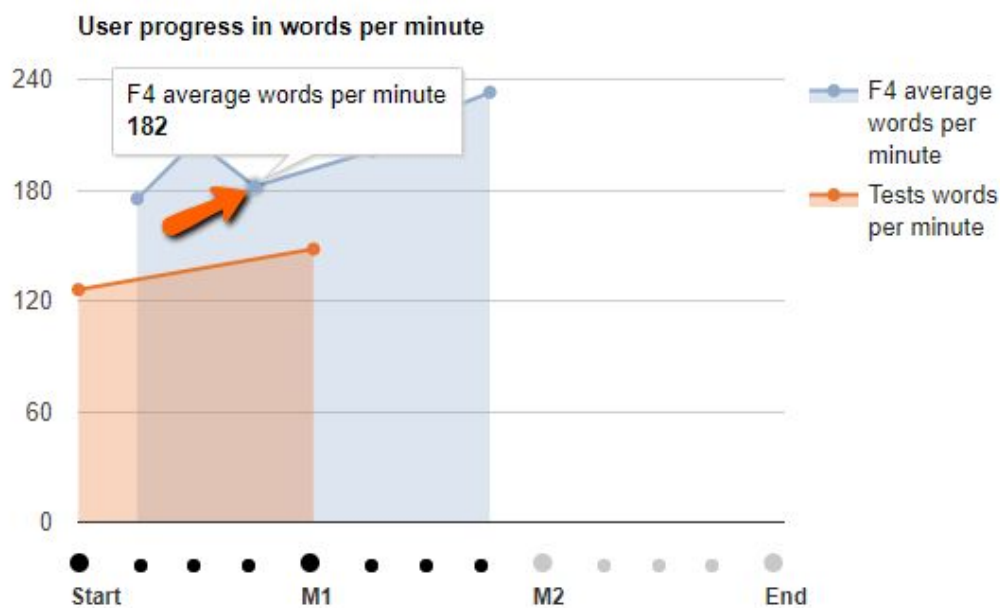
The **orange** line shows the speed of the Start test, the two Milestone tests and the End test. If you hover your mouse pointer on one of the orange circles on the line, the reading speed and comprehension is shown, as well as whether the student have taken the test more than once.



The **blue** line shows the

reading speed in the F4-exercises, where students train their reading flow with different texts.

If you hover your mouse pointer over one of the blue circles on the lines, it shows the average reading speed in the F4 exercises on the individual level. If you use an iPad, you can hold your finger on the circles to get the same result.



The page with "Overview" can be printed out for the student.

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After ending a course, the student will get a diploma they can print out.



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Statistics module – overview and explanation

In the statistics module, you will be able to get a quick overview of your students' improvement in reading speed, which we measure in words per minute (WPM).

You will find the statistics module by clicking the “menu”-button in the right side of the screen. You will be able to choose from two options:

- Statistics for the past 12 months, or
- Lifetime statistics



These are the current options to choose from

We calculate a student's improvement with the following formula:

$$\text{Improvement in \%} = \frac{\text{Last completed exercise} - \text{start test}}{\text{Last completed exercise}} \times 100$$

Sorting of reading speeds

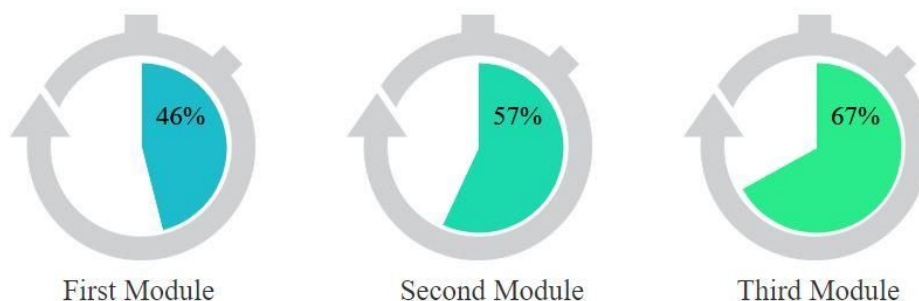
To give a realistic impression of how much your students are improving when they are using FrontRead, we leave out some of our data in the statistics. We leave out unrealistically high reading speeds as well as students with “negative” improvement. An example of a “negative” improvement could be that a student cheated on the first test and didn't on the second test, thereby portraying a negative improvement.

Specifically, we omit a student's data if they meet following criteria:

- Reading speed recorded to be above 800 WPM
- Reading speed increased more than 350 WPM
- Improvement in percentage, is negative.

Charts - Pie chart

In the top of the page you will find the pie charts. These display your students' average improvement during the three modules.



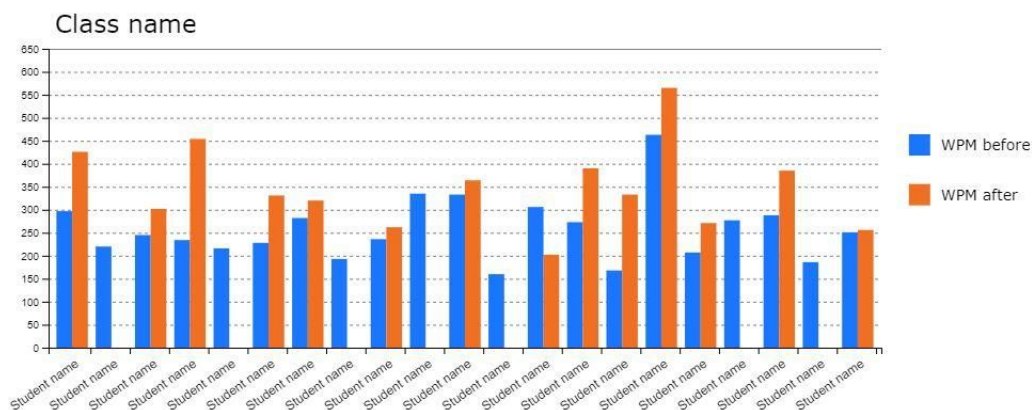
Each of these percentages reflect the students' average improvement after having completed a given module.

- First module: Students that have completed the Start Test and Milestone 1 will be included in the chart with title "First Module".
- Second module: Students that have completed up to and including Milestone 2 will be included in the chart with title "Second Module".
- Third module: Students that have completed all of the tests and milestones will be included in the chart with title "Third Module".

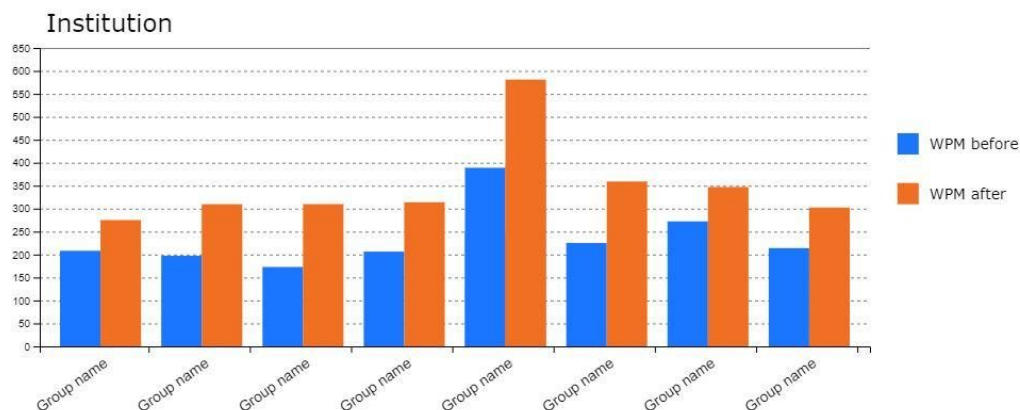
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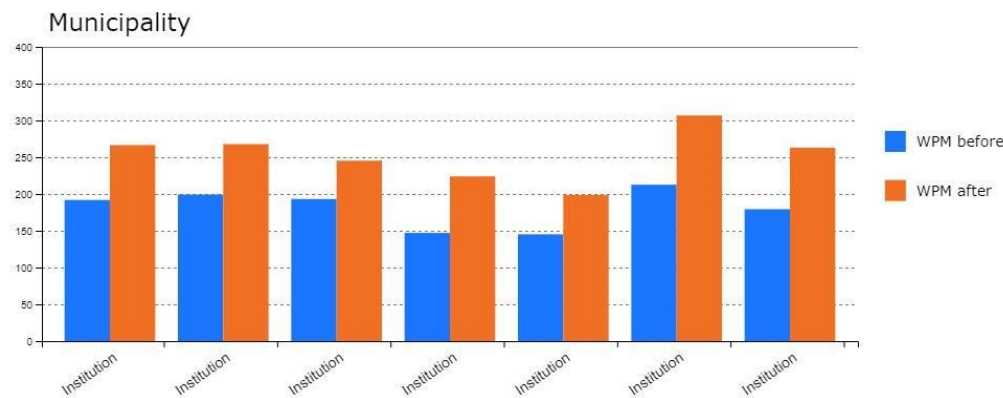
Charts - Bar chart

To give a different kind of overview of your students' improvement, we created a bar chart with two bars for each student. The blue bar represents a student's starting reading speed, while the orange bar represents the student's current reading speed.



It is also possible to see the same information but divided into groups from 3-6th and 7-10th grade. The statistics page can also be loaded on different levels such as Institution or Municipality.





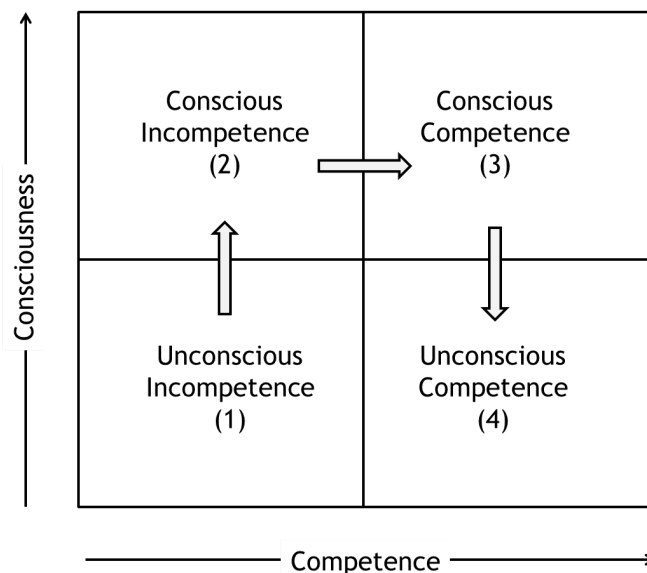
Students motivation to becoming a better reader

It is to be expected that the students at some point can lose their motivation to continue training, especially when the first element of competing is gone.

It is an advantage to know the challenges the students regularly face during a FrontRead course. That way you as a teacher can more easily guide your students should they lose their motivation.

Maslows four stages of learning

According to the psychologist, Abraham Maslow, a typical learning process contains four stages.



During the first stage the students are unconscious incompetent. That means that they do not know how to read efficiently and does not recognize this deficit. During this stage it is important to motivate the students to do the exercises and tests so that they can gain experience even if they are unsure about what that entails.

In the second stage the student know what efficient reading means and have become aware about their own competences or lack thereof. They have now become conscious incompetent and are curious about learning more. Here it is important to use the increasing interest by having them focus on training to improve themselves.

In the third stage the students become gradually more confident. They

experience that the hard work they've put in is starting to give results. They are now conscious competent. That means that they in a lot of ways they are starting to learn the skills required, but that the processes still take conscious effort to use because they are not automated yet.

At this point some student feel that their development regresses; that they lose some of the understanding and concentration for a period of time. The cause of this is because their brain is in the process of adapting to new ways of working, where it tries to automate the new way of approaching reading. At this stage it is important to keep the student's motivation up and explain to them that this is completely natural, and that it simply means they are close to achieving their goal.

In the last, final stage, the students have become unconscious competent. Now they do not need to think – be conscious – about how they read. Their new approach to reading just happens automatically at an unconscious level.

This can mean that the students spend a lot of energy during their training on learning how to read faster, and in the beginning their understanding follows along well enough. Further along in the course it may feel like the understanding is slipping, but here the student needs to be encouraged to continue their training anyway, because the brain over the course of a continued training adapt to the speed, finally allowing the understanding to catch up.

By repeated training of a skill the students can experience that the training can seem repetitive and boring. It is important to speak with them and explain that this is a common occurrence. In this sense it is no different than practicing a specific sport or learning how to play a musical instrument.

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How to use FrontRead for dyslexic students


In your class there may be a big difference in the individual students' reading skills. That also applies when it concerns dyslexic students. To accommodate that there are several possible ways for students who are literary challenged or dyslexic to work with FrontRead.

For some students, all they need is an easier text package, so the text corresponds better to their current reading level.

Some dyslexic students may, if necessary, bypass the F4 reading training exercises completely as these include skimming at twice their current reading speed, which may be too challenging for them.

We have the experience that many dyslexic students enjoy exercising this way and manage to get good progress.

Another option is to give the student an "unlocked" course. That is, the student does not have to read the F4 texts to move on to the program. Next to the student's name in the class list, click the menu button and choose edit. On the edit page, click the box next to unlocked course. Now the student does not need to complete the F4 reading exercises in order to proceed.

Unlocked process 

Training in the F1, F2 and F3 exercises has shown itself to also help sharpen dyslexic students' concentration.

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Appendix

Recommended study schedule

Training with FrontRead is hard work for the eyes and brain. We therefore recommend working with FrontRead approx. 20-30 minutes at a time. Based on this recommendation, we have prepared a suggestion for a study schedule you can follow.

Content	Recommendations
Introduction to the course	<p>Talk about the course in general (structure, duration, etc.)</p> <p>Motivation:</p> <ul style="list-style-type: none"> • They become faster readers, so homework is finished faster / they save time • They become more focused readers and become better at remembering what they read • They become more efficient readers as they get better at structuring their reading.
Introduction to FrontRead	<p>Watch the FrontRead introductory video together. Talk about the video afterwards.</p> <p>When the students are logged into their groups them them the administration module, where the teachers can monitor their development. It is important to show this now when the groups are created but before any sensitive information about reading speed etc. is in the program.</p>
Introduce the start test	<p>Watch the video about the start test together.</p> <p>Give good advice in regards to reading concentrated.</p> <ul style="list-style-type: none"> • Read at a normal pace

	<ul style="list-style-type: none"> • Turn of the phone and place it in your bag.
Read the start test	<p>Ensure that the students are quiet</p> <p>Attention: Keep in mind that the students get a good start with a realistic reading speed. If a student wants to repeat the assignment, it should only be in agreement with you!</p>
Module 1 - Level 1	<p>Watch the four videos about the exercises together and do one of each exercise along the way:</p> <ul style="list-style-type: none"> • F1: Fixation • F2: Visual span • F3: Working memory • F4: Reading memory <p>Then the students do the rest of the level 1 exercises at an independent pace.</p>

Content	Recommendations
Module 1 - Levels 2 and 3	<p>Draw the attention towards the videos in the videoarchive.</p> <p>Watch the movie about mental energy and breaks.</p> <p>The students continue their own training until the Milestone 1 assignment.</p> <p>Attention: When a student is familiar with the assignments, training exercises can also be given as homework.</p>
Milestone 1	Revisit the video from the Start test (find it the video archive).
Milestone 2	<p>The goal here is that the students finish level 6. Repeat some exercises from level 6 before Milestone 2.</p> <p>Have the students do Milestone 2 individually.</p> <p>Maintain student motivation (read the chapter about motivation). Direct attention towards the video about the Start test.</p>
	Between level 6 and 7 you can take a break from FrontRead and work with different reading training exercises if you wish. Look at our appendix for ideas on how to train outside of FrontRead.
End test and evaluation	<p>Repeat a few of the exercises from level 9 before the End test.</p> <p>Watch the video about resumé prior to do the End test. Finish the test and print out the diploma if needed.</p> <p>Evaluate the course:</p> <p>What did the students get out of it? Give examples of how the students translate what they have learned in FrontRead to other texts.</p>

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Transfer value - ideas for reading training with your own materials

The teacher can show the students how to orient themselves in a text, and thereby strengthen their understanding of the written material:

- How to quickly determine if a book can provide information and answers to the questions you are asking.
- Look at covers, titles, index, illustrations, picture texts, fact boxes etc.
- Look at any resumés and questions at the end of every chapter.
- Find words and terms specific for the course. For example during math where the words does not necessarily mean the same things they usually do.

The students can train themselves in finding keywords by using a reading helper, for example by using a speed card, a pen or a pen. The reading helper is places over the text and pushed down as the student reads, forcing the eyes to keep seeking new text and finding the important keywords. It is always a good idea to use something like a speed card for analogue reading – it helps keep up a high reading speed.

They can also train 3-3-3 minutes in analogue texts. That means reading for 3 minutes as fast as they can while understanding the main parts of the text. Then skim the text for 3 minutes, and finally end with another 3 minutes of reading to understand the main parts.

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