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**Ramps To Reading™ — Program Overview and Detailed Descriptions**

*Ramps To Reading™* helps early readers by introducing them to engaging educational activities in a safe, age-appropriate online world. SureScore™, Inc. designed and developed *Ramps To Reading™* specifically for learners 4–7 years old. As in *SkateKids™*, the scaffolding (support) in the *Ramps To Reading™* activities accomplishes three important things: it teaches these young learners to reflect on their behavior, provides immediate feedback on their performance, and prompts them to consider alternative strategies.

*Ramps To Reading™* takes learners from initial pre-literacy levels to basic word reading and comprehension; they acquire skills in a developmentally appropriate sequence, moving to higher levels only after prerequisite skills are mastered. Scientifically-based methods of cognitive processing instruction and basic skill development are embedded in engaging, interactive programs. Children develop a true mastery of skills that can be applied and transferred to other academic areas.

One of the key features of the activities in *Ramps To Reading™*, which is true of all SureScore™ products, is not only are the activities scientifically designed and clinically proven, but they are also a lot of fun! Inspired by video game design techniques, SureScore's programs harness the natural power of game play and engage young learners; kids work harder and longer and achieve greater success because they are immersed in activities that are fun, meaningful, and highly effective.

Like *SkateKids™*, *Ramps To Reading™* represents a unique value proposition: research shows that even moderate, regular use of “Ramps” will help pre-kindergarten and early learners get a valuable head start towards becoming higher functioning and more literate students.
The activities in **Animal Roundup** prompt children to practice inhibiting impulsive responses, which helps improve attention and concentration. These activities present what is known as a "go/no-go" condition; as various animals appear on the screen, learners must quickly sort and categorize them based on the criteria that were introduced at the beginning of the round. Learning how to make decisions quickly and accurately helps youngsters develop valuable, lifelong learning skills such as focus and selectivity, which can then be applied and transferred to other academic areas. Additionally, because they are instructed to use the arrow keys for sorting the animals, this activity also helps children to develop familiarity with the computer keyboard.

Levels increase in difficulty through the introduction of interference items/actions, such as presenting a large-category animal as a small animal. At any age, even good readers can experience difficulty focusing when significant distracters such as classroom/household noise or excessive nearby movement are present. To help learners develop strategies for dealing with these situations, **Animal Roundup** teaches resistance to distraction, which, like focus and selectivity, is another lifelong learning skill that can be generalized and transferred to any other academic endeavor. Finally, the more difficult levels eventually introduce meta-linguistic demands.

The activities in **Desert Dash** develop sound-to-symbol matching, successive processing, phonemic awareness, and mapping sounds to letters. They also develop the use of speech as a rehearsal strategy, sound blending, and in later levels, the decoding of short words.

In these activities, learners are presented with a series of phonemes (sounds) at the beginning of each round; they must then collect these sounds and match them with symbols (letters). However, at the time these sounds are played, the learner sees only a question mark, making the task of collecting the symbols of these sounds an interesting challenge for young learners.

To succeed, they must develop successive processing and rehearsal strategies in order to (1) remember the sounds they’re looking for; and (2) match those sounds to symbols. In addition, learners must use successive processing strategies to find the sounds in the right order. One-to-one sound-to-symbol mappings are introduced first; later, vowel-consonant and consonant-vowel-consonant sequences are added to the mix.

As learners navigate their bicycle-riding character/avatar through a dangerous desert environment, they must find and collect the letters that represent the sounds they heard earlier. Over the course of their journey, they will also encounter obstacles and distracters, including “environmental” items (logs, holes, trees), and “language” items such as letters that don’t match any of the sounds played at the beginning of the round.

Most reading programs approach decoding by starting with the symbols and adding the sounds later. **Desert Dash** reverses this order, presenting the sounds first and then requiring the child to seek and identify the appropriate symbol (letter). Just as **Zoo Adventures** pairs animals with objects, **Desert Dash** pairs sounds with letters/symbols.
The activities in **Design-a-Door** encourage young learners to shift from successive processing strategies to simultaneous processing through visualization skills, associative strategies, spatial relationships, and mentally creating visual analogues. **Design-a-Door** begins with an interactive tutorial that teaches children how to use and switch among a variety of tools, including those that can drag, flip, paint and resize stickers. The objective of the tutorial is twofold: (1) help learners gain competency in the dragging and dropping of objects; and (2) allow them to become familiar with all the tools that will be available to them during the activity.

Learners are tasked with reproducing an abstract design on a door after studying that pattern for only ten seconds; they must then mentally recode that pattern in order to recreate it accurately. At the beginning levels, young learners can use successive strategies and still successfully reproduce the designs. However, as the learner progresses to the more advanced levels, successive strategies become unmanageable and learners must shift to a simultaneous strategy.

Successive processing differs from simultaneous processing in that the former describes the sequence of the items, and the latter describes the relationships among the items. Initially, the designs consist of three shapes. As learners progress, the challenges increase in difficulty as extra features such as new colors, different sizes, and rotation are added to the designs.

Simultaneous processes involve “both nonverbal-spatial as well as verbal-grammatical activities” (*Naglieri & Das, 1997*), and would include activities such as integrating stimuli into groups, or recognizing that a number of stimuli share common characteristics. The **Design-a-Door** activities also focus on developing spatial abilities, which can be described as “holistic thinking.” Simultaneous strategies such as these are useful in a variety of academic activities including reading comprehension, finding themes in poetry, and certain mental math operations.

In **Rocket Racer**, learners practice keyboarding, employ successive processing, and develop the use of speech as a rehearsal strategy. At the beginning of each round, learners are presented with a series of symbols (letters). As letters are introduced, the corresponding sound is played, and the learner has an opportunity to search for the appropriate, matching symbol (letter). Then, they blast off for an exciting trip through space; their mission is to collect those same letters in the correct order. This activity develops working memory and employs successive processing. Additionally, phonics, phonemic awareness, and sound-to-symbol mapping are emphasized as well. While carrying out their mission, learners must also avoid distracters such as non-target letters.

Many young children struggle with identifying letters that look similar. Parents and early elementary school teachers are familiar with the difficulty youngsters have in discriminating between letters with common features such as “b” and “d”, or “p” and “q”. Confusion in the form of letter reversals and rotations is a normal part of emerging literacy; however, **Rocket Racer** works to correct these problems through a fun and engaging activity that young learners find intrinsically rewarding.
The activities in **Scuba Dude** develop successive processing and working memory. They also help young learners become proficient at using a computer mouse. Learners must control the movements of a virtual scuba diver to collect jewels in the same order in which they were introduced at the beginning of the round. They must use successive processing to remember and pick up the correct items in the correct order, paying close attention to differences in color, shape, etc.

Successive processing strategies are required when de-contextualized items are presented in a serial order (Das, Naglieri, & Kirby, 1994). In **Scuba Dude**, symbols are presented individually and in a serial order, which requires learners to adopt a successive coding strategy. Poor readers, beginning readers, and dyslexics have trouble managing this type of information (Naglieri & Das, 1997, p. 76). Interventions that focus on developing successive processing skills have been shown to improve reading skills, especially the ability to decode unfamiliar words (Fletcher, 2003). During their search for the underwater jewels, children will also encounter obstacles and distracting shapes as part of the seascape.

**Silly Scenes** develops simultaneous processing, oral comprehension, reading comprehension, and spatial and proximity relationships. In this activity, learners listen to passages of increasing syntactic complexity and are then asked to recreate, on the computer, the scene they just heard described. The child may read along with the passages if they wish. Early levels begin with simple noun phrases; longer paragraphs are presented in the later levels. As the passages increase in length and complexity, learners are required to employ oral and reading comprehension strategies.

The activity begins with an interactive tutorial, the objective of which is twofold: (1) help learners gain competency in the dragging and dropping of objects; and (2) allow them to become familiar with the tools that will be available to them during the activity. As the tutorial progresses, learners rehearse the actions they’ll need in order to fully participate in the **Silly Scenes** activities. During the tutorial, audio instructions guide users to each specific tool and action.

With traditional educational activities, measuring and establishing a reading comprehension level can be difficult. However, the activities in **Silly Scenes** do develop reading comprehension in a measurable way because learners are required to actively demonstrate their comprehension by recreating scenes from passages they heard previously. Because gratification is nearly immediate, the motivation to complete a round is high; plus, the intelligence built into the program encourages and helps learners to develop new strategies if they initially have difficulty with any of the activities.
The activities in *Tubin' Trouble* develop successive processing, the use of speech as a rehearsal strategy, and rehearsal of auditory information. At the beginning of each round, learners hear the names of various objects that they must later collect in a specific, serial order. Once their journey to collect the targeted objects is underway, young learners develop motor skills by using the mouse to steer their character—who is riding an inner tube—through treacherous waters. *Tubin' Trouble* also provides audio instructions to help ensure that the youngsters are able complete their tasks.

The activities in *Tubin' Trouble* present sequences of auditory and visual information that students must learn to manage if they are to successfully collect all the targeted shapes in the correct order. Rehearsal and verbalization are examples of strategies that students must use in order to progress through the activity’s many levels; when learners sound out unfamiliar words they are using successive integration. All of these skills and strategies have proven to be especially useful in word reading.

The activities in *Zoo Adventures* help develop planning and executive functioning, attention, simultaneous processing, visual scanning, the ability to use inner speech for guiding and verifying behavior, and the capacity to make adjustments. In this activity, animated zoo animal characters are randomly scattered throughout an outdoor scene. Although the animals can hide behind various objects, the student must take photos of all the animals. A round is completed under two conditions: either all of the animals have been photographed, or the user has run out of film.

The *Zoo Adventures*’ activities help develop planning skills, which involve learners asking questions, solving problems, and self-monitoring. Asking questions leads to anticipatory strategies: “What will happen next?” “Where did I see the gorilla?” “How will I remember that the turtle wants tortellini?” Developing questions such as these help learners to better focus their attention and anticipate the future. By successfully employing anticipatory strategies, learners are able to complete the photography task without running out of film; self-monitoring is encouraged by allowing learners to manage their resources. Learners are rewarded by developing and implementing efficient strategies; this, in turn, requires the children to begin thinking about how they think, which is an important process known as metacognition—one of the essential first steps towards developing reading comprehension.
### BASIC THINKING SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Animal Roundup</th>
<th>Desert Dash</th>
<th>Design-a-Door</th>
<th>Rocket Racer</th>
<th>Scuba Dude</th>
<th>Silly Scenes</th>
<th>Tubin’ Trouble</th>
<th>Zoo Adventures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Planning</td>
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<tr>
<td>Processing</td>
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<tr>
<td>Successive</td>
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<td>Working Memory</td>
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### PRE-READING SKILLS AND ADVANCED THINKING STRATEGIES

<table>
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<tr>
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<th>Animal Roundup</th>
<th>Desert Dash</th>
<th>Design-a-Door</th>
<th>Rocket Racer</th>
<th>Scuba Dude</th>
<th>Silly Scenes</th>
<th>Tubin’ Trouble</th>
<th>Zoo Adventures</th>
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<td>✔</td>
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<td></td>
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<tr>
<td>Verbal Rehearsal</td>
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<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Visual Scanning</td>
<td>**</td>
<td>✔</td>
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<td>✔</td>
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<td>✔</td>
<td></td>
<td></td>
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<tr>
<td>Visualization Skills</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
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</table>

### AUXILIARY SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Animal Roundup</th>
<th>Desert Dash</th>
<th>Design-a-Door</th>
<th>Rocket Racer</th>
<th>Scuba Dude</th>
<th>Silly Scenes</th>
<th>Tubin’ Trouble</th>
<th>Zoo Adventures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Mouse Skills</td>
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<td>✔</td>
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</tr>
</tbody>
</table>

### LITERACY SKILLS

Ramps To Reading™ is designed for pre-reading skills. Some National Reading Panel (NRP) skills are introduced at a rudimentary level in Ramps To Reading™. All NRP skills are further developed in SkateKids™.

<table>
<thead>
<tr>
<th></th>
<th>Animal Roundup</th>
<th>Desert Dash</th>
<th>Design-a-Door</th>
<th>Rocket Racer</th>
<th>Scuba Dude</th>
<th>Silly Scenes</th>
<th>Tubin’ Trouble</th>
<th>Zoo Adventures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Knowledge</td>
<td>**</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tr>
<tr>
<td>Phonics / Phonemic Awareness</td>
<td>✔</td>
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<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td>Reading Comprehension</td>
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<td>✔</td>
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</tr>
<tr>
<td>Sound / Letter Identification</td>
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<td>✔</td>
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<td>✔</td>
<td>✔</td>
<td>✔</td>
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</tbody>
</table>
**Ramps To Reading™ — Skills List and How to Play the Games**

Below is a quick reference guide that includes a list of skills developed by playing each game and a brief explanation of how to play the games. Some players will explore and figure out the rules of the games themselves and determine the proper approaches for completing each task.

<table>
<thead>
<tr>
<th>Game</th>
<th>Skills</th>
<th>How to Play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Attention&lt;br&gt;• Basic Keyboarding&lt;br&gt;• Spatial and Proximity Relationships&lt;br&gt;• Visual Scanning</td>
<td>Use the keyboard arrows to catch the animals in the net. Use the up arrow for large animals, the down arrow for smaller animals. In advanced levels, the number of syllables in the animal name rather than physical size must be determined. Distractions such as size mismatches force diligent concentration.</td>
</tr>
<tr>
<td></td>
<td>• Alphabet Knowledge&lt;br&gt;• Mouse Skills&lt;br&gt;• Phonemic Awareness&lt;br&gt;• Phonics&lt;br&gt;• Sound / Letter Identification&lt;br&gt;• Successive Processing&lt;br&gt;• Verbal Rehearsal / Internalized Speech</td>
<td>Use the mouse to navigate the character. Left click on the mouse to make the character jump. Collect the shapes in the same order in which they were introduced. Remember to watch out for obstacles!</td>
</tr>
<tr>
<td></td>
<td>• Mouse Skills&lt;br&gt;• Simultaneous Processing&lt;br&gt;• Spatial and Proximity Relationships&lt;br&gt;• Visualization Skills</td>
<td>Use the mouse to choose the correct shapes. Remember shapes in the order shown. Use various tools—colors, rotation, flipping—to recreate the original image.</td>
</tr>
<tr>
<td></td>
<td>• Alphabet Knowledge&lt;br&gt;• Phonemic Awareness&lt;br&gt;• Phonics&lt;br&gt;• Sound / Letter Identification&lt;br&gt;• Successive Processing&lt;br&gt;• Verbal Rehearsal / Internalized Speech&lt;br&gt;• Working Memory</td>
<td>Use the mouse to control the character. Collect the letters related to the sound in the order shown. Remember to watch out for obstacles!</td>
</tr>
<tr>
<td>Game</td>
<td>Skills</td>
<td>How to Play</td>
</tr>
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<td>--------------------------</td>
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</tr>
<tr>
<td>Scuba Dude</td>
<td>• Mouse Skills&lt;br&gt;• Successive Processing&lt;br&gt;• Verbal Rehearsal&lt;br&gt;• Visual Scanning</td>
<td>Use the mouse to control the character. Left click on the mouse to make the character swim faster. Collect the jewels in the order shown. Remember to watch out for obstacles!</td>
</tr>
<tr>
<td>Silly Scenes</td>
<td>• Reading Comprehension&lt;br&gt;• Reading Fluency&lt;br&gt;• Mouse Skills Visualization Skills&lt;br&gt;• Simultaneous Processing&lt;br&gt;• Spatial and Proximity Relationships&lt;br&gt;• Visualization Skills</td>
<td>Use the mouse to put the appropriate characters and accessories in the correct place. Listen to and read the passage on the right hand side of the screen. Then create the scene from that passage with the appropriate characters and accessories. Click on the red trash button to clear the scene. When completed, click on the green “thumbs up” button.</td>
</tr>
<tr>
<td>Tubin' Turtles</td>
<td>• Mouse Skills&lt;br&gt;• Successive Processing&lt;br&gt;• Verbal Rehearsal / Internalized Speech</td>
<td>Use the mouse to control the character. Collect the shapes in the same order in which they were introduced. Remember to watch out for obstacles!</td>
</tr>
<tr>
<td>Zoo Adventure!</td>
<td>• Attention&lt;br&gt;• Mouse Skills&lt;br&gt;• Planning&lt;br&gt;• Simultaneous Processing&lt;br&gt;• Spatial and Proximity Relationships&lt;br&gt;• Verbal Rehearsal / Internalized Speech&lt;br&gt;• Visual Scanning</td>
<td>Use the mouse to control the camera. Take pictures of all of the animals with the camera by clicking on the mouse. Use the left and right orange arrows to find more animals in the scene.</td>
</tr>
</tbody>
</table>
**Ramps To Reading™ — Key Skills Definitions: A brief description of each skill**

**Alphabet Knowledge:** Alphabet knowledge is understanding the set of rules that generally governs how speech sounds are represented in writing. English orthography is the alphabetic spelling system used by the English language, and it allows that a single sound (phoneme) can be represented by up to four symbols. A group or set of symbols is known as a code. *Ramps To Reading™* focuses primarily on simple code where one letter represents one sound. Complex code is introduced in higher levels, and includes sounds represented by “th,” “ch,” etc.

**Attention:** Attention includes focus and some selectivity. It also involves the resistance to distraction and sustained focus over time.

**Comprehension:** Comprehension refers to the ability to understand or find meaning in a text. Reading comprehension is strongly related to Planning and Simultaneous Processing, assuming there is no problem in decoding the text.

**Fluency:** Fluency is the ability to read words and sentences with little effort. As automaticity begins to emerge, fewer cognitive resources are devoted to decoding, which allows for those free resources to engage in finding the meaning of the text.

**Keyboarding Skills:** Among the important motor skills young children are developing, *Ramps To Reading™* offers plenty of practice in lower levels in order to allow emerging keyboarding skills to develop.

**Mouse Skills:** Among the important motor skills young children are developing, *Ramps To Reading™* offers plenty of practice in lower levels in order to allow emerging mouse skills to develop.

**Phonemic Awareness:** Phonemic awareness involves recognizing that a spoken word consists of a sequence of individual sounds.

**Phonics:** Phonics teaches the learner to relate symbols to sounds and apply those skills to decoding words. Good phonics instruction accounts for the variation and overlapping use of symbols that represent individual sounds.

**Planning:** Planning involves determining, selecting, applying and evaluating solutions to problems.

**Simultaneous Processing:** Simultaneous processing is sometimes referred to as “holistic thinking,” in which perceiving a problem or story as a whole involves integrating separate parts into a whole and reducing information, e.g., finding themes in poetry, reading comprehension, and some mental math operations.

**Sound / Letter Identification:** In *Ramps To Reading™*, learners discover that sounds are mapped onto letters and groups of letters. The goal is to reach automaticity, so that when a letter appears, a sound is registered. *Ramps To Reading™* does not teach letter names, because letter names are irrelevant to decoding. For example, we often observe a child uttering the “d” sound when encountering the letter “w”, which may seem odd, but it can make perfect sense to someone just learning about sounds and symbols. If the letter “b” matches the sound of <b>which is pronounced “bee”, then the letter “w” should match the sound of <d> which is pronounced “double u.” We favor teaching phonology (sound) first, then mapping to the appropriate symbol. This avoids the problem of letter name interference when decoding.
**Spatial and Proximity Relationships:** Spatial and proximity relationships refers to understanding one's orientation in space. It reflects the ability to locate objects in the three-dimensional world by using visual or tactile recognition, and the ability to make a spatial analysis of the observed information. Spatial orientation normally is a function of the right hemisphere of the brain/parietal lobe.

**Successive Processing:** When applied to reading, successive processing involves holding letters and phonemes in working memory—in serial order—long enough to blend together the sounds in unfamiliar words. Other academic and everyday tasks also require successive processing, e.g., memorizing a phone number or series of instructions.

**Verbal Rehearsal / Internalized Speech:** Verbal rehearsal and internalized speech is a strategy utilized to recode or memorize information. This is often a sequential process, but is also used in controlling attention and executive functioning.

**Visual Scanning:** Visual scanning is required in search situations. Visual scanning is a good model for cognitive planning and can be observed in many neuropsychological test designs.

**Visualization Skills:** Visualization is generally a simultaneous process where learners integrate information into a cohesive unit. Young children often respond to the prompt “Imagine it in your mind” or “See if you can make a picture in your imagination.” This is important in mathematics, as well as in language arts. When there is too much information to hold in working memory, learners need to reduce that information to manage it, e.g. chunking when spelling or integrating a sentence into a theme.

**Working Memory:** Working memory involves the process of holding information in short-term memory long enough so it can be used it to perform an operation.
Ramps To Reading™ — How to Navigate Rewards

Ramps To Reading™ is equipped with various rewarding activities for the users. Below is a brief reference guide on how to access earned rewards.

View Prizes in the House

**Step 1:** From the main Ramps To Reading™ screen, click on third icon from the left that looks like a house.

**Step 2:** To enter the house click on the front door. You can navigate through the house by clicking on the doors.

**Step 3:** You can identify a new prize by the bright sun flashing in front of it.

View All Prizes

**Step 1:** From the main Ramps To Reading™ screen, click on the far right icon that looks like a box that could contain a present.

**Step 2:** The next screen will show all of the prizes available in Ramps To Reading™. The darkened prizes have yet to be won. The brightly colored and named prizes have already been won.
**SkateKids™ — Program Overview and Detailed Descriptions**

By the time they enter school, children have already begun to take conscious control of their thinking and their strategies for learning. SureScore™, Inc. designed and developed SkateKids™ specifically for children 7–12 years old. As in Ramps To Reading™, the scaffolding (support) in SkateKids™ accomplishes three important things: it teaches young learners to reflect on their behavior; provides immediate feedback on their performance; and prompts them to consider alternative strategies. SkateKids™ not only strengthens the skills and strategies learned in Ramps To Reading™ but also augments cognitive development and the National Reading Panel (NLP) recommended skills for literacy.

SkateKids™ cultivates early readers by engaging them in educational activities scientifically designed to stimulate the development of cognitive processes that are necessary in learning to read. SkateKids™ provides multiple reading levels and presents various formats for practice and skill development, effectively creating critical thinkers and teaching children how to learn. All of these activities take place within a safe and age-appropriate online world designed specifically for these young “digital natives.”

SkateKids™ takes learners from early literacy levels to word reading and comprehension; they acquire skills in a developmentally appropriate sequence, moving to higher levels only after prerequisite skills are mastered. The scientifically-designed and clinically-proven activities help students develop a true mastery of skills that can be applied and transferred to other academic areas.
Beach Builder develops, enhances and strengthens oral comprehension, reading comprehension, fluency, spatial and proximity relationships, reading vocabulary, and the ability to mentally create visual scenes. At the beginning of each round, students listen to a short passage with which they can read along. When they feel ready, students recreate the scene from that passage by using drag-and-drop objects on their screen without referring back to the passage. Through simultaneous processing and verbal rehearsal/internalized speech, students develop strategies to filter irrelevant and redundant information, make inferences, and chunk or reduce the information from which they’ll recreate the scene. These processes further develop the student’s visualization skills and planning strategies.

The early levels in Beach Builder consist of simple sentences; later levels introduce complex syntax, action sequences, challenging prepositions, and longer paragraphs. Students develop fluency through repeated readings of sentences, passages, phrases, and eventually, larger paragraphs. Learners must create comprehension strategies to retain what they’ve read. Later, as the levels become more complex, students must read the content repeatedly and develop new strategies for retaining the information long enough to recreate the scene. Advanced levels also require more complex problem solving skills, such as reversed spatial relationships (right/left mirror image) and require problem solving that goes beyond simple visualization. Players are presented little problems or brain teasers that require the application of skills that most struggling readers never master. Rehearsal and the use of inner speech are examples of strategies that students employ in order to advance through the levels. Beach Builder’s activities develop reading comprehension in a way that is measurable because students are required to actively demonstrate their understanding by recreating scenes from passages they’ve heard or read.

Students immersed in Beach Builder’s activities are highly motivated to complete a round, and that motivation remains high, because the program encourages and helps students develop new strategies if they experience difficulty with any of the activities. The intelligence built into the program ensures that each individual student is learning in a way, and at a pace, that’s right for them. Cognitive psychologists have a term for this instructional sweet spot—the “zone of proximal development”, an ideal place where learners are continuously challenged and rewarded, where they’re never bored and never frustrated! This is important, because to fully comprehend content, students must actively engage with and pay close attention to that content.

This capacity to keep learners fully engaged is a key attribute that sets SureScore™ products apart from all other educational technology products. Cognitive scientists have shown that almost any subject can engage a student as long as the context is inherently interesting.
Our research has shown that rebuilding a scene in Beach Builder and getting it right is intrinsically rewarding for students; seeing their scores posted further increases their sense of achievement.

Finally, we also know that the immediacy of gratification is far more important than the size of the gratification; many little victories are much more valuable than the occasional big win. This is why our activities have a built-in scaffolding strategy that gives learners the right tools for gradually and successfully navigating levels of increasing difficulty. Through this process, students are introduced to virtually every component needed to develop reading comprehension. Also important for maintaining students’ interest is variety, which is why SureScore’s products are continually updated, with new games, features and activities introduced on a regular and year-round basis. The technology that SureScore™ created for developing reading comprehension strategies in Beach Builder has been scientifically developed, clinically proven, and is so unique that several patents are currently pending.

Board Tech helps students develop and enhance verbal rehearsal strategies, learn to reduce information, identify patterns, visualize, incorporate visual scanning, and develop new strategies. In this activity, students study an abstract pattern of decals on a snowboard for ten seconds. Then, they must reproduce that arrangement on a blank snowboard—without any visual reference to the original pattern. To perform this activity successfully, students must use planning skills to recode the visual pattern; they must also adopt simultaneous processing strategies in order to understand and retain the relationships among the items long enough to recreate the pattern.

Simultaneous processes involve “both nonverbal-spatial as well as verbal-grammatical activities” (Naglieri & Das, 1997), and require integrating stimuli into groups, or recognizing that a number of stimuli share common characteristics. Board Tech focuses on developing nonverbal-spatial activities which can be described as “holistic thinking.” Simultaneous strategies are useful in a variety of academic activities such as reading comprehension, finding themes in poetry, and certain mental math operations.

As students progress through levels of increasing difficulty, additional objects and characteristics (colors, shapes, sizes and locations) are added to the patterns, ensuring that students are suitably challenged, but never overly frustrated.
**Gallop Park** develops reading comprehension, fluency and reading vocabulary. Through the use of simultaneous processing and verbal rehearsal/internalized speech, students practice chunking and reducing information, as well as planning and visualizing information. At the beginning of each round, students read a passage and then mentally recreate the scene without referring back to the passage. Through simultaneous processing and verbal rehearsal/internalized speech, students develop strategies to filter irrelevant and redundant information, make inferences, and reduce/chunk information. Using these strategies helps students recall the information needed to accurately recreate the scene; the processes involved in creating those strategies aids in the development of students’ overall visualization skills and planning strategies.

As students work their way through the different levels of the game, naturally, the passages become more complex. However, students can still read the stories as many times as they wish prior to recreating the scenes; they quickly learn that repeatedly reading the passages before attempting to recreate the scenes helps them encode and retain the information. This repetition not only develops fluency but also builds reading vocabulary, and is one of the many comprehension strategies that students learn to use for retaining what they have read. Players are continually challenged with increasingly difficult tasks; advanced levels require more complex problem solving skills, such as reversed spatial relationships (right/left mirror image), and require problem solving that goes beyond simple visualization. Players are presented little problems or brain teasers that require the application of skills that most struggling readers never master.

**Gallop Park**’s activities develop reading comprehension in a way that is measurable because students are required to actively demonstrate their comprehension by recreating scenes from passages they have read. The program accomplishes this by making the activities interesting and enjoyable, which is significant, because in order to fully comprehend content, students must actively engage with and pay close attention to that content. The technology that powers **Gallop Park** is the same scientifically developed, clinically proven, and technology that underpins Beach Builder and is covered by the same patents pending.
Kayak Attack builds working memory, sequencing, visual scanning, planning, the use of speech as a rehearsal strategy, pattern recognition, and chunking/reducing information. At the beginning of each round, students hear the names of various objects that they must later collect in a specific order. During this activity, students also develop motor skills as they use the arrow keys to steer their kayak through treacherous waters.

Along the way, students are required to collect the targeted objects while avoiding obstacles and distracters such as crocodiles and rocks, as well as incorrect shapes and objects. These obstacles and distracters force students to focus and use verbal rehearsal/internalized speech in order to remember the items in the correct order.

Completing the activities in Kayak Attack requires the use of successive processing, which requires integrating separate elements within sequences. Sounding out unfamiliar words, for example, involves what is known as successive integration. Skills such as these not only help students decode unfamiliar words but also promote the development of successful spelling strategies, which are later used for decoding unfamiliar words in text and for verifying the correct decoding of text.

In this activity, students must use: rehearsal skills to remember the items; successive processing to remember the order of the items; and feature recognition to discern the differences in color, shape, etc. among the items. In order to guide their skateboarder to the correct objects at the correct time—while also avoiding obstacles and distracters such as open manholes, various water hazards, and incorrect objects—students must also develop considerable planning skills.

Over time, as learners gain proficiency, the cognitive demand is methodically increased by adding additional target features such as new shapes and colors, and by increasing the number of items required to be held in working memory. The processes used in this task are the same as those needed to decode unfamiliar words. The state-of-the-art technology in Kickflip Fury that carefully and methodically increases cognitive demand—in ways that are unique to each individual learner—underpins every SureScore™ program.

Kickflip Fury develops verbal rehearsal/internalized speech and working memory. In this activity, several objects are presented to students in a specific order; they must then collect those objects, in that same order, while using their mouse to guide a skateboarder through a busy city scene.
In *Skate Create*, students practice chunking and reducing information, acquire awareness of spatial orientation, and learn to recode visual information. This activity requires students to reproduce an abstract design on a skateboard after studying that design for ten seconds. Students must mentally encode the pattern in order to accurately recreate it, and they develop simultaneous processing strategies to remember the relationships among the items. Practicing these skills and strategies leads to improved reading comprehension. Later levels increase the cognitive demands by incorporating more complex designs and adding new features that need to be remembered.

Integrating stimuli into groups, and recognizing that a number of stimuli share common characteristics invoke simultaneous processes that involve “both nonverbal-spatial as well as verbal-grammatical activities” (*Naglieri & Das, 1997*). The simultaneous processes emphasized in *Skate Create* focus primarily on developing nonverbal-spatial abilities—often referred to as “holistic thinking”—which are useful in a variety of academic activities including reading comprehension and certain mental math operations.

This activity places a heavy emphasis on planning; learners are required to evaluate different types of information, survey maps, and develop appropriate plans for completing the objective. For example, because they are required to “drive” their car all over the city, students must consider the efficiency of their plans and make adjustments in order to conserve fuel. Their plans also need to take into account the amount of traffic on the different streets so they aren’t slowed down while trying to complete their missions. “Skid” Marks gives students the clues, but it is up to them to put the pieces together and crack the case!

As in all *SkateKids™* activities, the tasks increase in complexity as learners gain proficiency. As students progress through the levels, the complexity of the cases increases and there are more clues to remember.
The activities in **Snowboard Blast** develop phonemic awareness, phonics, working memory, spelling, word decoding skills and reading vocabulary. Because learners recode visual and auditory information in sequence, students practice picking up a sequence of red letters, each of which represents a sound (played for the student when the letter is picked up) while guiding a snowboarder down a mountain slope. The ultimate goal of the exercise is to recreate the original sequence of letters/sounds to form a word, which develops phonological processing, phonics (sound-to-symbol mapping), and phonemic awareness.

While maneuvering their snowboarders down the mountain and collecting the red letters (sounds), students must also avoid numerous obstacles (avalanches, logs, rocks) along the way; learning to tune out these distractions helps students develop strategies for remembering the sounds in the correct order. These strategies and processes include verbal rehearsal/internalized speech and successive processing.

After collecting all of the letters/sounds, students must then recall them in the proper order so as to assemble the pronunciation of a word. Early levels present simple CVC words and progress to multi-syllable and multi-syllable pseudo words. Completing these activities requires resistance to distraction, visual scanning, and chunking strategies; also, successive processing strategies are required when de-contextualized items are presented in a serial order (*Das, Naglieri, & Kirby, 1994*). The technology that powers Snowboard Blast is the same scientifically developed, clinically proven, and unique technology that underpins Space Bumpers and is covered by the same patents pending.

**Soda Jerk** is an amusement park “dining establishment” that draws some pretty unusual customers who also happen to demand top-notch service. They place their out-of-this-world orders, and it is up to the students to come up with plans for serving their customers in the most efficient way possible. Like **Skidmarks, P.I.**, **Soda Jerk** places a heavy emphasis on planning—learners must evaluate many types of information and make quick decisions.

As students progress through the levels of increasing difficulty, the complexity of the orders increases as does the number of customers. After completing these activities, students will surely have developed a newfound respect for the short-order cooks of the world!
Space Bumpers is another activity that takes place in the SkateKids Amusement Park. Part carnival game, part inter-galactic battle royale, and part cognitive mind-bender, Space Bumpers develops phonemic awareness, phonics, working memory, word decoding and working memory. The activities also encourage the use of verbal rehearsal/internalized speech, chunking/reducing information, and successive processing.

Students pilot their space bumper car against opponents in races to collect letter-filled bubbles as quickly as possible. After collecting the space bubbles, students must recall the order in which those bubbles were collected so they can use the letters to recreate words on their solar spelling palette. Assembling the letters in the correct order and matching them to the correct sounds earns bonus credits for students. The more advanced levels feature tougher competition and longer letter sequences to collect and recreate.

Temple of Trouble develops working memory, verbal rehearsal/internalized speech, chunking/reducing information, and successive processing. When students enter the Temple of Trouble they find themselves in control of a mummy who is on a mission to collect colored gems. If students collect the gems in the correct order, make their way safely back to the base station, and can recreate the order in which the gems were collected, then they are rewarded with extra credits. However, there is danger at every turn, and if students are not careful, then they could be captured by monsters who are determined to thwart their progress whenever possible!

As the levels increase in difficulty, the monsters become more intent on stopping the students’ progress, and the gem sequences they need to collect increase in length and complexity. Quick thinking, strong recall and fast reflexes are needed to come out on top in this activity!
Wake Thrash develops successive processing, phonemic awareness, mapping sounds to letters, the use of speech as a rehearsal strategy, and the decoding of short words. In this activity, students are required to collect—in a specific order—the symbols (letters) representing sounds (phonemes) that are played at the beginning of each round. Early levels present simple CVC words and progress to multi-syllable and pseudo words.

Using the computer keyboard, students control their avatars as they water-ski through treacherous waters, while avoiding obstacles (sharks, logs) and distracters (incorrect sound symbols), in order to collect all of the sound symbols in the correct order. This requires resistance to distraction, visual scanning, and chunking strategies. Students must develop rehearsal strategies in order to remember the sound/symbol pairs that they are looking for, and they must also develop successive processing skills to capture those sounds in the correct order. Early levels present short two- and three-letter words while later levels progress to multi-syllable and pseudo words.

Successive processing strategies are required when decontextualized items are presented in a serial order (Das, Naglieri, & Kirby, 1994). In Wake Thrash, as in Snowboard Blast, sounds are presented individually and in a serial order, requiring the student to adopt a successive coding strategy. Poor readers, beginning readers, and dyslexics have trouble managing this type of information (Naglieri & Das, 1997, p. 76). Interventions focusing on developing successive processing skills have been shown to improve reading skills, especially the ability to decode unfamiliar words (Fletcher, 2003).
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<thead>
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<th>Kick Flip Fury</th>
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**SkateKids™ — Skills List and How to Play the Games**

Below is a brief reference guide that includes a list of skills developed by playing the games and a brief explanation of how to play the games. Please note that students are given detailed written and verbal instructions at the beginning and throughout the games. Some players will explore and figure out the rules of the game themselves and determine the proper approaches to complete the tasks.

<table>
<thead>
<tr>
<th>Game</th>
<th>Skills</th>
<th>How to Play</th>
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</thead>
</table>
| **Build a Beach** | • Chunking / Reducing Information  
• Fluency Practice  
• Planning  
• Reading Comprehension  
• Reading Vocabulary  
• Simultaneous Processing  
• Verbal Rehearsal / Internalized Speech  
• Visualizing Information  
• Working Memory | You are given a passage to read and comprehend. When ready, use your mouse to move the appropriate characters and items to create a scene that accurately depicts the passage. |
| **Build a Board** | • Chunking / Reducing Information  
• Planning  
• Simultaneous Processing  
• Verbal Rehearsal / Internalized Speech  
• Visual Scanning  
• Visualizing Information | You are shown a group of shapes; you must then recreate those shapes in the order in which they were shown. Use your mouse to move the shapes, and various tools to color, flip or rotate the shapes to match the originals. |
| **Galloping Parkland** | • Chunking / Reducing Information  
• Fluency Practice  
• Planning  
• Reading Comprehension  
• Reading Vocabulary  
• Simultaneous Processing  
• Verbal Rehearsal / Internalized Speech  
• Visualizing Information | You are given a passage to read and comprehend. When ready, use your mouse to move the appropriate characters and items to create a scene that accurately depicts the passage. |
| **KayaK Attack** | • Chunking / Reducing Information  
• Successive Processing  
• Verbal Rehearsal / Internalized Speech  
• Visual Scanning  
• Working Memory | Using the keyboard arrows, you must collect shapes in the order given while avoiding the obstacles. You will also have opportunities to collect tokens for bonus credits. |
<table>
<thead>
<tr>
<th>Game</th>
<th>Skills</th>
<th>How to Play</th>
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</table>
| Kickflip Fury    | • Chunking / Reducing Information  
• Phonemic Awareness  
• Phonics  
• Phonological Processing  
• Successive Processing  
• Verbal Rehearsal / Internalized Speech  
• Word Decoding  
• Working Memory | Use the keyboard arrows to collect objects in the order shown. Avoid obstacles by using the spacebar to jump over them. You can also collect “power ups” to do special tricks on your skateboard. |
| Skate Create     | • Chunking / Reducing Information  
• Planning  
• Simultaneous Processing  
• Verbal Rehearsal / Internalized Speech  
• Visualizing Information | You are shown a group of shapes and must then recreate the order and color of the shapes as shown. Use your mouse to move the shapes, and you may use various tools to color, flip or rotate the shapes to match the original design. |
| Skidmarks P.L.   | • Planning  
• Reading Comprehension  
• Verbal Rehearsal / Internalized Speech  
• Visual Scanning  
• Working Memory | You are given a set of instructions to collect and deliver items. You must first comprehend the instructions, develop a plan for executing the instructions, and then navigate your car throughout the city to collect and deliver the item according to the plan. The keyboard is used to control the car: the X key accelerates the car and the Z key stops and reverses the car. The left and right keyboard arrows turn the car. |
| Snowboard Blast  | • Chunking / Reducing Information  
• Phonemic Awareness  
• Phonics  
• Phonological Processing  
• Reading Vocabulary  
• Successive Processing  
• Verbal Rehearsal / Internalized Speech  
• Word Decoding  
• Working Memory | Using the keyboard arrows, collect the red letters which represent phonemes (that are articulated as they are picked up); you must remember these letters and their sounds while trying to avoid the obstacles. You will also have the chance to collect tokens for bonus credits. At the end of the level, create a word by arranging the letters you’ve collected. |
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<tr>
<th>Game</th>
<th>Skills</th>
<th>How to Play</th>
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<tbody>
<tr>
<td><strong>Jerk</strong></td>
<td>• Attention</td>
<td>You take ice cream orders from alien customers, so you must develop a plan for preparing the desserts and serving them to your customers. Using the <em>mouse</em>, you can navigate your character between the customers, the tray machine and the ice cream machine. You can tap the <em>spacebar</em> repeatedly to make the machines generate more trays and ice cream.</td>
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<td>• Verbal Rehearsal</td>
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<td><strong>Space Runners</strong></td>
<td>• Chunking / Reducing Information</td>
<td>Use the <em>mouse</em> to navigate your alien character to collect the red letters which represent phonemes (that are articulated as the letters are collected). You must remember the letters and their sounds to create the word at the end of the level.</td>
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<td><strong>Temple of Trouble</strong></td>
<td>• Chunking / Reducing Information</td>
<td>You are shown a series of colored gems (which must be held in short term memory). Using the <em>keyboard arrows</em> to move your character, you must collect the gems in the order given. The <em>spacebar</em> must be tapped six times to pick up a gem. If captured by an enemy, you can repeatedly tap the <em>left</em> and <em>right</em> <em>keyboard arrows</em> to escape. The <em>V</em> key launches any defensive weapons that you've saved. To see the gem sequence again, you must navigate your character back to home base.</td>
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<td></td>
<td>• Successive Processing</td>
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<td>• Verbal Rehearsal / Internalized Speech</td>
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<td><strong>Turisy</strong></td>
<td>• Chunking / Reducing Information</td>
<td>You are presented with a series of letters. You must then use the <em>mouse</em> to navigate your wake boarder to collect the letters which represent phonemes <em>(which are articulated as the letters are collected)</em>. You must collect the letters in the order given while avoiding obstacles; you can use the <em>spacebar</em> to <em>jump</em> over them.</td>
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<td>• Phonemic Awareness</td>
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<td>• Visual Scanning</td>
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<td>• Word Decoding</td>
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**SkateKids™ — Skills Definitions: A brief description of each skill**

**Attention:** Attention includes focus and some selectivity and involves the resistance to distraction and sustained focus over time.

**Chunking / Reducing Information:** A simultaneous processing strategy, chunking and reducing information are strategies to make information more manageable. Examples include categorizing information, pattern recognition, and reading syllables.

**Fluency Practice:** Fluency is the ability to read skillfully and with automaticity. Repeated reading of material and reading aloud promotes fluency.

**Phonemic Awareness:** Phonemic awareness involves recognizing that a spoken word consists of a sequence of individual sounds.

**Phonics:** Phonics teaches the learner to relate symbols to sounds and apply those skills to decoding words. Good phonics instruction accounts for the variation and overlapping use of symbols that represent individual sounds.

**Phonological Processing:** Phonological processing involves blending sounds, separating sounds, and manipulating individual sounds. It is the ability to work with speech sounds, sounding out unfamiliar words, and spelling phonetically.

**Planning:** Planning involves determining, selecting, applying and evaluating solutions to problems, and it includes programming, verification of behavior, and regulation.

**Reading Comprehension:** Reading comprehension is understanding what is read well enough to retain and apply the information.

**Simultaneous Processing:** Simultaneous processing, or “holistic thinking,” involves perceiving the problem or story as a whole and integrating separate parts into a whole. Simultaneous processing includes reading comprehension, some mental math operations, and reducing information, e.g., finding themes in poetry.

**Successive Processing:** Successive processing involves holding letters and phonemes in working memory—in serial order—long enough to blend together the sounds in unfamiliar words. Other academic and everyday tasks also require sequential processing, e.g., memorizing a phone number or series of instructions.

**Verbal Rehearsal / Internalized Speech:** Verbal rehearsal and internalized speech is a strategy utilized in order to recode or memorize information. This is often a sequential process, but is also used in controlling attention and executive functioning.

**Visual Scanning:** Visual scanning is required in search situations. Visual scanning is a good model for cognitive planning. This is used in many neuropsychological test designs.
**Visualizing Information**: Visualizing information is a simultaneous processing strategy used to manage information when it is too demanding to recode using a sequential/verbal strategy.

**Vocabulary**: Vocabulary is the individual’s knowledge of words and the meaning and proper use of words. Vocabulary is best learned through reading words in context and exposure to language rich environments.

**Word Decoding**: Word decoding involves sounding out unfamiliar words and verifying that a word has been read correctly.

**Working Memory**: Working memory involves the process of holding information in short-term memory long enough to use it to perform a later operation.
SkateKids™ — How to Navigate

The SkateKids™ environment is a robust virtual world designed to engage students in community building. Below is a quick guide to how the various community-building tools are accessed and used.

How to Find User Address
In order to send text messages, add a friend to the neighborhood, and/or add a friend to their “friend’s list”, users must have the recipient’s SkateKids™ address. To find an address do the following:

Step 1: Access the neighborhood from the main SkateKids™ map and click on the neighborhood in the far right bottom corner of the screen. You may also click the Neighborhood button at the bottom of the screen.

Step 2: At the top of the new screen it will read “Your Address” followed by four numbers and three letters. This is the address.

How to Send a Text Message to Another Player
Students have a “phone” that they may use to send messages to other students who are enrolled in SkateKids™. Students are not able to type their own messages, but may select from prewritten statements, questions, and responses. To send a text message:

Step 1: From the main SkateKids™ map, click on the “Phone” button
Step 2: Once the cell phone comes up, click on the green word “Text”.
Step 3: Click on any pre-written statement, question or response to create messages.
Step 4: Once the text message is selected, you must enter the receiver’s address in the “Enter your friend’s address” box. You may also use your Address List to locate your friends’ addresses.
Step 5: Finally, send the message by clicking on the green “Send Text” button.

How to Submit a Suggestion to the SkateKids™ Team
Students are encouraged to submit suggestions, feedback and questions to the SkateKids™ Team. Inappropriate messages and messages that require school or district attention are forwarded directly to the primary school contact or district administrator for appropriate action. To write a message:

Step 1: From the main SkateKids™ map, click on the “Phone” button
Step 2: Once the screen comes up, click on the light bulb in the lower right-hand corner.
Step 3: A window pops up where you can write a suggestion/comment in your own words.
Step 4: Click on the “submit” button to send your message to the SkateKids™ Team.

How to Add a Friend to the Neighborhood
Students “live” in their own virtual neighborhood with their own “houses”, each of which is located right in the middle of nine neighbors. Students may add friends to their neighborhood which will enable them to enter and view their friends’ homes. To add a neighbor:

Step 1: From the main SkateKids™ map, click on the neighborhood located in the far right bottom corner of the screen. You may also click on the Neighborhood button at the bottom of the screen.
Step 2: A grid of nine homes will be shown with your house in the center. Click on any of the “Add a friend” squares.
Step 3: Enter the friend’s address in the square, click “Add”.
Step 4: To remove a friend, simply click “Remove”.
How to Add a Friend to the Friends List

Step 1: From the main SkateKids™ map, click the “Friends List” button.

Step 2: In the next screen under “Address List”, type in the friend’s address and then click the “Add friend” button.

Step 3: Once a friend is added, click on their address to view their character. To view a friend’s house from this screen, click on the purple “View House” button.

How to Personalize a User’s Character

Step 1: From the main SkateKids™ map, click on the third icon from the right which reads “Character”.

Step 2: While on this screen, you can change the gender of your character, pick a new name, and choose different eye and skin colors. Different hair, shirts, pants, and shoes can be purchased in the mall and then changed later in the “Create-a-Kid” screen.

How to Shop at the Mall

Step 1: From the main SkateKids™ map, click on the mall icon (a store with an orange roof and surrounding parking lot).

Step 2: Once inside the mall, you can gain access to the different stores by using the mouse to click on the storefronts.

Step 3: To make a purchase, select an item from the available stock and then click on the green “PURCHASE” button.

Step 4: A popup window will then ask you “Are you sure you want to buy this item?” Click yes to continue, or click no to select a different item, or leave without making a purchase.

Step 5: You will then have the option to purchase the item either for yourself or for a friend.

How to Decorate the House

Once items for the house have been purchased at the mall, they must be placed in your house.

Step 1: To enter your house, click on the largest house in the center of the neighborhood screen.

Step 2: Once inside, you can navigate through the different rooms using the mouse.

Step 3: To add a purchased item to a room, click on the orange “My Stuff” button. You can then browse through your purchased products. If you select an item, then you can click on it and drag it into the room. The item can be rotated by using the spacebar.

Step 4: To remove an item from the house, click on the category to which it belongs. Then, drag the item onto an open blue square. For example, if you want to remove a couch, then you must first click on the “Seating” icon before dragging the couch onto one of the open blue squares.

Step 5: To save all work, click on the green “SAVE” button.
How to Use the P.O.O.D. (Personal Online Optical Display)

The SkateKids™ P.O.O.D. provides players original music, artwork, movies and reading material. The reading material includes biographies of contemporary and historical figures, engaging news type articles, short stories and other written material designed to engage young readers. All written material in the P.O.O.D. contains a Lexile® score that can be found by selecting the “Details” icon for each piece and then finding the value expressed as ###L.

Step 1: From the main SkateKids™ map, enter the P.O.O.D. by clicking on the smiling face icon toward the bottom of the screen.

Step 2: Once inside the P.O.O.D., first-time users should go to the “Store” to purchase new texts, music and movies.

Step 3: To purchase an item, you click on it, after which a new screen will appear. To actually purchase the item, you must click the “buy” button. A popup window will then ask the question: “are you sure you want to buy this item?” Click yes to continue, or click no to select a different item, or leave without making a purchase. If you click yes, you will then have the option to buy the item either for yourself or for a friend.

Step 4: Once items are purchased they will appear in the “My Stuff” section of the P.O.O.D. In this section, you have the ability to read descriptions and reviews, rate the quality of the items, and even write your own review.

Student Progress Reports

All teachers have the ability to access student progress reports for each individual student in their classroom. These reports allow teachers and school administrators to keep track of their students’ development and achievements within the games. The reports on the following three pages are actual student progress reports and are representative of what you’ll see when you pull up your own reports; of course, the last names of the children have been deleted. Also, remember that these particular activity reports reflect twelve weeks of data, and that you, too, will need several weeks of data in order for your graphs to depict meaningful trends.

How to Generate Student Progress Reports

Step 1: Log in to the SkateKids™ Administrator dashboard: https://core.SkateKidsOnline.com/dashboard

Step 2: Click the “view report” button in the upper left of the screen.

Step 3: The default view is the School report. To view the Teacher report, click the “View My Teacher Report” button on the left. From there, the “View My School Report” button on the left returns to the School report.

Step 4: The “PRINT” and “PRINT ALL” buttons on the right allow you to print the reports out to view at your convenience.

Step 5: At the bottom of the screen, click the orange arrows to view the different activity reports.
**Time On Task**

Time On Task represents the amount of time the player is playing the games and correctly performing the tasks that will enable them to progress to the next game level.

**Reading Comprehension Fluency**

Reading Comprehension Fluency (RCF) is the ability to construct meaning from what is read. RCF involves attention, simultaneous processing, planning processes, and the ability to decode text.
Word Decoding/Spelling Fluency

Word Decoding is the ability to use phonic and structural analysis skills to read English and pseudo words. Because English is an alphabetic writing system, successive processing and working memory are heavily utilized.

Attention/Planning

While Attention and Planning can be measured separately, the processes are closely related. Attention refers to the students' ability to resist distractions and focus and select relevant information over time. Planning process is an executive function that allows the student to survey a task, cultivate a plan, evaluate that plan, and make adjustments based on his/her goal(s).
<table>
<thead>
<tr>
<th>Name</th>
<th>Time On Task HH:MM:SS</th>
<th>Reading Comprehension Fluency</th>
<th>Word Decoding/Spelling Fluency</th>
<th>Attention/Planning</th>
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State Correlations — Correlating English Language Art Standards

Both programs, SkateKids™ and Ramps To Reading™, have reading, writing, and other literacy skills built into them that correlate with several states’ English Language Arts Standards. Many of the games improve upon basic reading comprehension, as well as listening and speaking skills. For example, Beach Builder in SkateKids™ improves listening and speaking strategies, speaking applications, reading vocabulary development, fluency, and reading comprehension. For students in younger grades, Desert Dash in Ramps To Reading™ improves listening and speaking strategies, word analysis, fluency, and systematic reading vocabulary development. Below is a listing of our current correlations. However, the list is growing all the time!

- Alaska
- Arkansas
- California
- Common Core
- Nevada
- North Carolina
- Tennessee
- Texas

For an updated list and more information please visit www.SkateKidsOnline.com.