



**CogREAD** LLC

helping schools ensure 3<sup>rd</sup> grade reading success

## Quick Start Guide to CogRead PASS+ Training

1. Register students into the CogRead system
  - a. Please review the article in the knowledge base to understand the various options available to register students. Go to <http://www.cogread.com/support.html> and click on the knowledge base. Choose the article about registering students.
  - b. Please note you can register students individually or in bulk via an Excel Spreadsheet file.
2. For students to access CogRead training, go to <http://cogread.com/login.html>, click on the training icon. Bookmark the login page for easy return to login.
3. Introduce training concepts to students
  - a. Review student introduction. Go to <http://www.cogread.com/support.html> and click on the knowledge base. Selection the student introduction article. Emphasize that struggle and failure are part of the process to strengthen skills and that building the mind is similar to strengthening any muscle.
4. Introduce Mindset and Performance Character concepts. Go to <http://www.cogread.com/support.html> and select the following articles.
  - a. You Can Grow Your Intelligence, by Dr. Carol Dweck
  - b. Summary of “The Secret to Raising Smart Kids”
5. Proper introduction to the training, first positive experience, catch up basic skills
  - a. It is important for students to be introduced to the training on a strong and secure footing so they have a positive experience and early success. Jumping into the full training program without sufficient introduction can overwhelm them and give them an experience that reinforces their self-perception of struggle and turns them off to wanting to do the training.
  - b. When logged into the training there are several standalone exercises and tutorials available under the Resources Tab that can be used to introduce students to the

training and help them catch up on some basic skills. These exercises are not tied into the admin system and are thereby not scored. Students can work on the two particular exercises below with no fear of failure.

- i. *Processing Speed and Pattern Recognition*. Review the standalone processing speed exercise—third link down on the list—and ask students to work on this exercise until they feel it is easy and fluent for them to do. Show them the various options for different complexity. Pattern recognition and processing speed are foundational pre-reading skills. It is important that these skills are strong in order to help students become proficient at reading. Make sure students can do at least one character fluently, but go to more characters, 2-4, as appropriate to train this skill. However, don't spend too much time on the exercise. Students can come back anytime to break up their regular training to improve their skill. This exercise is appropriate for any age student.
  - ii. *Reading Saccades*. Have students work on the Reading Saccades exercises, located at the bottom of the list under the Resources tab. Have students read the numbers out loud as they appear. Work up to the fast speed. This exercise also trains rapid automatic naming, which helps improve reading fluency and comprehension. Encourage students to practice on their own and then have the mentor work with them to make sure they can do this task fluently. Please do not gloss over this important exercise. The ability to track the numbers and the ability to call out the numbers rapidly are important pre-reading skills.
- c. *Letter Sounds*. If students are not fluent in recognizing letter sounds, have them work on the Letter Sound Exercise. You can add this exercise using the [Create](#) Link under the product tab for each student. The [Create](#) Link is near the top of the screen located next to [Transfer to this student](#) Link.
- d. *Phonemic Awareness*. If students are weak in phonemic awareness and phonics, have them work on Sound Analysis and RCS26. This set of exercises is available under the [Create](#) Link in the product tab for each student. Create the Intro to Core Reading Skills product. Start with Sound Analysis and demonstrate how to access and do this exercise. Work on this exercise set 10-15 minutes per day as needed. Don't start RCS26 until students have reached at least level 21 on Sound Analysis. If students do not understand the concepts of phonemic awareness, there are several tutorials under the Resources tab.
- e. *Vocabulary*. If students are weak in vocabulary, have them work on the vocabulary exercises. Add these exercises, Vocabulary Read and Spell, using the [Create](#) Link under the product tab for each student. The Vocabulary Set provides all three vocabulary exercises in a set. Advance the setting in the administrative system to a level where they need the practice.

6. Introduce the full training.
  - a. Login to the training as noted above.
  - b. On the homepage, click on the demo under the first section. No need to work on Sound Analysis if this was done earlier.
  - c. Walk through each exercise briefly to demonstrate how to do each exercise.
  - d. Ask the students to work on each exercise long enough (one or two sessions) to gain familiarity and note which exercises they find easy vs. hard. Ask them to analyze why a given exercise is hard for them.
  - e. Ask students to select five exercises they wish to do first. Disable the other five in the administrative system.
  - f. If a student has very weak skills, you can start with fewer exercises. The important concept is to gain the buy-in of the student by allowing them to choose the beginning selection and to create success early on. Usually a student is more committed to the training if they select the one they feel they can do.
  
7. Ongoing monitoring, support and mentoring
  - a. Begin the full training. Ask students to train as intensively and consistently as possible.
  - b. Review the coaching guidelines at <https://cogreadllc.freshdesk.com/support/solutions/articles/5000001054-coaching-and-monitoring-student>.
  - c. Review progress weekly with each student. Ask for their input on changing the selection of exercises. Mix it up weekly. Add new exercises as students feel ready to tackle the exercises they found difficult initially. Eventually have students get as far as they can in each exercise.
  - d. Review the report articles in the knowledge base.
    - i. <https://cogreadllc.freshdesk.com/support/solutions/articles/5000001132-individual-training>
    - ii. <https://cogreadllc.freshdesk.com/support/solutions/articles/5000001133-group-training>
  
8. Training process
  - a. Consistency and intensity of training is key to success. Have students train at least 30 minutes five days a week if possible, up to 45 minutes.
  - b. If a student has weak skills, the training will be hard and frustrating. Coaches need to work closely with students to keep them engaged.