

THE ExWyZee REMEDIAL READING COMPUTER PROGRAM

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WHY SNAPSHOT PROFICIENCY? 050911

As Dr. Suess might have put it,

Suppose doing Thing-One is necessary to be good at doing Thing-Two.

The fact that you can do Thing-One doesn't necessarily mean you will be good at Thing-Two. But it does mean that if you can't do well at Thing-One, then you will not be good at Thing-Two.

A Thing-One that is necessary for fluent reading is rote reading. Since our goal is fluent reading – comprehending – rote reading sounds like a contradiction in terms. Yes, at first glance it's an oxymoron. But consider a student who has difficulty doing, or difficulty learning to do, Snapshot exercises.

For ExWyZee Snapshot drills the student sees text flashed on the screen for 1, 2, or 3 seconds (speed is student's or coach's decision). Then a multiple choice list comes on screen.

FIRST ↓

THEN ↓

**Text is flashed on screen
for 1, 2, or 3 seconds.**

**Then a multiple choice
list comes on screen.**

**Level 1
example**

ap

- (1) aq
- (2) ap
- (3) ep
- (4) ed

For Snapshot exercises **the student is not asked to read the flashed text aloud**, but to see it silently and select it in the multiple choice list. The ability to perceive subtle differences among similar letter and word combinations is an essential skill for fluent reading. **It's a Thing-One.**

DIRECTIONS TO STUDENT: "You don't have to read aloud what is flashed. Just watch it flash then find it in the answer list."

**Level 2
example**

rat

- (1) ret
- (2) jat
- (3) jet
- (4) rat

Now for you to do an exercise set on level-1 or level-2:

- [] (1) Open the ExWyZee program by clicking on the [blue ExWyZee icon](#).
- [] (2) Log in with your own 2-digit student password (not your student's). It's not necessary to enter your name in the name field when you log on.
- [] (3) See Student Menu and click on [Do Reading or Math Exercises](#).
- [] (4) [Sort by category](#) (bottom of page) then scroll down to Snapshots category.
- [] (5) Select and run an exercise set on Level-1 or Level-2. **Notice** that at the end of each set name is a 2-character code (eg: KU, G3, HN). Remember that code for the set you run so that you can run it again and see how the program records student scores. As you run the set for the first time make 2 or 3 wrong responses so you can see how the program creates a graph of the a student's performance.
- [] (6) After completing the set you will see these options.
 - [1] Do another set
 - [2] See your graphLook at your graph and see the red dot showing your score.
- [] (7) [Press Esc](#) to go back to the exercise selection page and run that same set again. Look at your graph after each running of the set.
- [] (8) If you are connected to a printer you can use the Alt – Print Screen command to make a copy of your graph. A child's graph is good refrigerator posting and, in a school is good take-home material.

As you discovered when doing that exercise set, when an incorrect response is made by a student the program flashes the text again. If the student fails to make the correct choice after three flashings for the same exercise the program then leaves that text on the screen until the correct choice is made.

Note 1: The program records a correct response for an exercise only if the correct selection is made after the first flashing.

Note 2: The student should be consistently scoring at least 70% on an exercise level before going on to the next level.

LEVELS 2 AND 3

While as on levels 1 and 2 the student's performance will be a combination of rote and meaningful reading, we still do not ask for reading aloud, nor do we ask for indication of comprehension. Again, the objective in snapshot drills is to train the reader to perceive subtle differences in letter and word combinations.

Level 3 example	Police	(1) police (2) polish (3) please (4) polite
Level 4 example	White house	(1) White mouse (2) White louse (3) White house (4) White horse

LEVEL-5

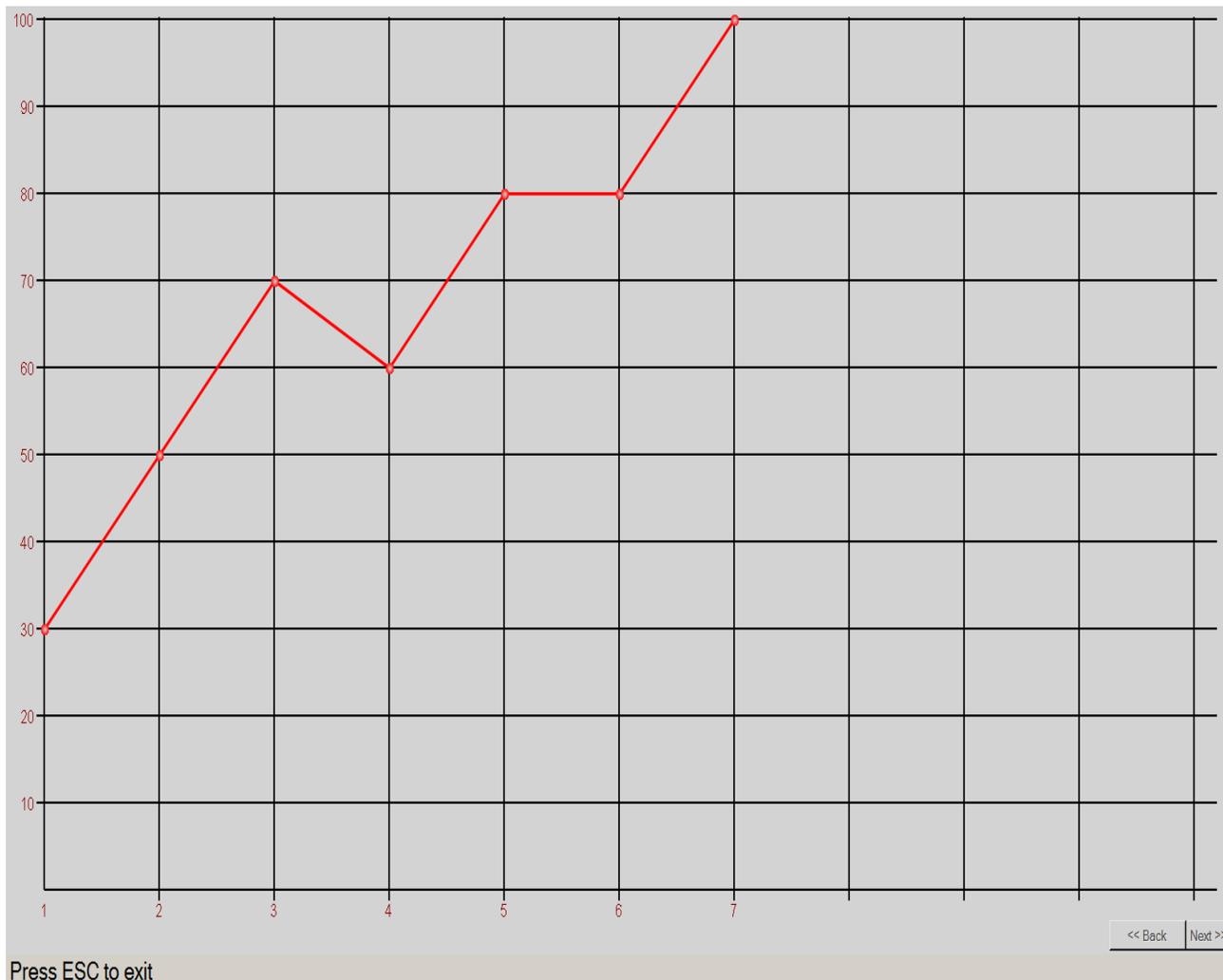
While students will perform snapshot exercises on all levels by a combination of rote and meaningful reading, on Level-5 more meaningful reading must be brought to bear.

Level 5 example	A big bird flew over the house.	(1) A big bird flew over the horse. (2) A big bird flew over the house. (3) A big bird flew under the house. (4) A bad bird flew over the house.
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Keep in mind that traditional flash-card drills, whether on cards or on a computer screen, where the student is to recite the flashed text, is not what is meant by Snapshot Proficiency. Useful as such exercises are, they are not intended, nor are they particularly effective, in training a reader to look closely at letter and word combinations and patterns to distinguish them from similar combinations.

NOTE: See example of a student's graph on the next page.

This graph shows a student's progress on a single snapshot set. As you can see, it took 7 runnings of the set to achieve 100%. Those runnings might have all been done in the same session, or might have been done over several sessions.



Filename: Snapshot Proficiency 050911 (On office PC)