

ART WALK

Teacher Manual

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Goals/Objectives

| | |
|--|---|
| English Language Arts Standard(s) | Students will develop reading comprehension skills by manipulating grammatical forms and structures to construct sentences about visual information. |
| Comprehension Skills | Students will... <ul style="list-style-type: none">• read texts independently, with minimal to no assistance (independent reading)• use information gained from illustrations and the words in a text to demonstrate understanding of the text (interpreting visual information)• recognize whether they understand what they are reading, and if necessary, take steps to repair their comprehension before continuing to read (monitoring comprehension) |
| Language/Reading Skills | Students will... <ul style="list-style-type: none">• use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conventions), discipline-specific terms, and multiple-meaning words (academic language)• understand the structural features of the English language, including syntactic features like word order and parts of speech, and morphological features like prefixes, suffixes, plurals, and subject-verb agreement (English grammar)• read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)• clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)• recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge) |
| Cognitive Skills | Students will... <ul style="list-style-type: none">• use working memory to keep track of available words and phrases while constructing possible sentences (memory)• selectively attend to grammatical features of words and phrases while carrying out an ordering task (attention)• use visual processing skills to analyze a picture, then use language processing skills to identify written words and phrases, and then construct and analyze possible sentences (processing)• manipulate word order to build a variety of grammatical sentences (sequencing) |
| Social-Emotional/ Executive Function Skills | Students will... <ul style="list-style-type: none">• selectively focus and sustain attention on relevant morphological and grammatical details in a lesson or an activity• inhibit impulsive responses• build confidence in vocabulary recognition and interpretation of complex grammatical constructions• manage the ability to process and interpret complex information |

Icon Key



Audio



Download



English Learner



Quick Check

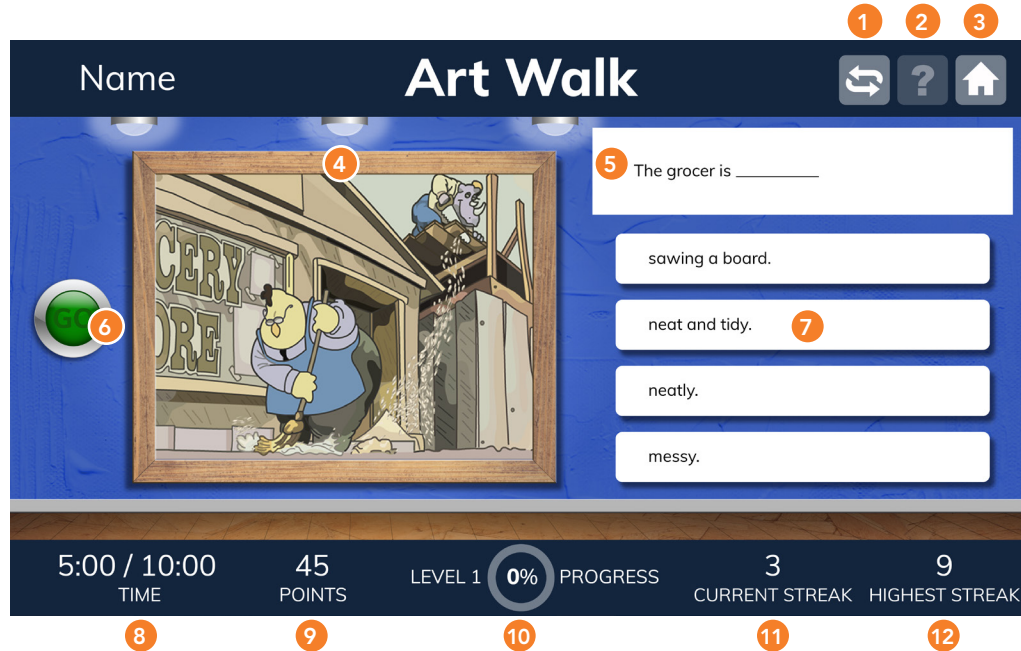


Settings



Video

Exercise Screen



1 Autoplay

Turns Autoplay on or off; when on each click of the Go button presents a series of three or more questions.

2 Help

Provides access to help options:

- How to replays initial instructions.
- Help highlights and names each alternative.

3 Home

Returns the student to their assignments screen.

4 Content

Shows a picture that the student must review and interpret.

5 Sentence

Shows the sentence the student is building about the picture.

6 Go

Presents a question or a series of Autoplay questions. When an Autoplay sequence is in progress, this counter shows how many questions remain in the sequence.

7 Answer Buttons

Shows the possible sentence segments to choose from when building the current sentence.

8 Time

Shows Time Worked / Time Scheduled for the exercise.

9 Points

Shows total points awarded across all of a day's sessions.

- Correct answers: 3 points for questions that count toward progress.
- Autoplay bonus: double the usual points if all answers in an autoplay set are answered correctly.

10 Level Progress

Displays the current level and percent complete of the level.

11 Current Streak

Shows the current number of consecutive correct answers in the session. Resets to zero after an incorrect answer.

12 Highest Streak

Shows the highest number of consecutive correct answers in this session.

Exercise Overview

Task

In Art Walk, students build a sentence that describes a picture. The exercise shows a picture and a set of 4 possible sentence segments (words or phrases). The student selects the segment that should come next in the sentence. After each selection, the correct answer appears in the sentence until the sentence is completely built.

Content

For each picture in Art Walk, the exercise presents 5 different sentences targeting multiple grammatical structures. When all sentences for a picture have been presented, a new picture appears.

| Grammatical Structure | Sample Sentence |
|---|---|
| Predicative Adjectives | The girl is quick. |
| Simple Negation | The boy is not walking a dog. |
| Infinitival Complement to Verb | The child asked to hold the baby. |
| Passive Voice | The apple was eaten by the girl in red. |
| Articles | She swam in a lake twice during the week. |
| Appositive Phrase | Ms. Martinez, the political candidate, is waving a flag. |
| Prepositional Phrase Modifying Subject, Verb, or Object | The kids jump on the bed. |
| Prepositional Phrase Modifying Sentence | Inside the cave there is a bear sleeping soundly. |
| Pronouns | She and I will go to the parade. |
| Commonly Misused Verbs | The strong wind raises a cloud of dust. |
| Adverbs and Adverb Phrases | He will sweep the sidewalk completely clean. |
| Subject Relativization | The woman who chases the dog has a leash. |
| Object Relativization | The baby pets a dog that is sleeping. |
| Complex Sentence | The man was holding a bunch of apples when the cart tipped over. |
| Compound Sentence | The man was hoping to put down the apples, however, the cart tipped over. |

Did you know?

Specific language skills are critical to reading comprehension at all reading levels. These skills include morphological awareness (understanding the way in which words can combine smaller meaningful units, such as prefixes, roots and suffixes); syntactic awareness (understanding grammatical rules and sentence construction); and vocabulary knowledge (understanding word meanings across a variety of contexts). These specific language skills have been shown to predict students' reading achievement from early school years through middle school and even up through high school and college. However, these language skills contribute more to comprehension in higher grades as the demands of text reading increase, reflecting greater content and vocabulary challenges. The more advanced the reader, the more morphology, syntax, and vocabulary are used to comprehend the content.

Some students, such as English language learners and those with developmental language difficulties, may experience more problems learning and comprehending complex grammatical structures or vocabulary in spoken language as well as in reading. For these students, explicit instruction in grammatical and morphological structures is often necessary to enhance reading comprehension.

Progression

In Art Walk, the student progresses through groups of sentences that vary across 5 factors to make the task more difficult:

- the length of the sentence
- the difficulty of the grammatical structures
- the presence of the sentence stem (the first part of the sentence)
- the number of steps (segments needed to complete the sentence)
- vocabulary level

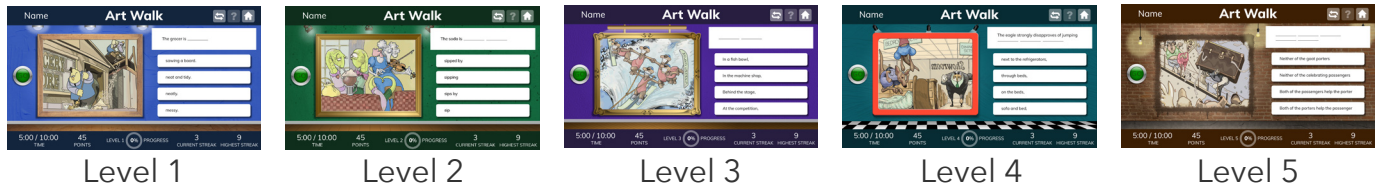
| Sentences | Structures | Stem | Steps | Vocabulary |
|-----------|--------------------|--------------|-------|-----------------------------|
| Short | All | Provided | 1 | Easy (Grade 4) |
| Short | Easy/Moderate | Provided | 1-2 | Easy (Grade 4) |
| Short | Easy/Moderate | Not Provided | 2-3 | Hard (Grade 4-6 & Academic) |
| Long | Moderate/Difficult | Provided | 1-3 | Easy (Grade 4) |
| Long | Moderate/Difficult | Not Provided | 3-5 | Hard (Grade 4-6 & Academic) |

Art Walk adapts to the student's performance and provides targeted interventions if the student is struggling.

Exercise Overview

Motivational Levels

After each 20% of progress through the exercise, students “level up” and the screen changes slightly. These motivational levels are not connected to specific content.



Targeted Practice

This exercise uses built-in, responsive technology to detect when a student is struggling and administer targeted, inline instruction—right when the student needs it—without any external resources or assistance required. This helps reduce frustration as it quickly gets the student back on track, so they can continue making progress.

One type of intervention, the Challenging Category intervention, is used when the student has made errors on multiple sentences with the same language structure. The student will see 2 or 3 sentences with that language structure in bold, and hear a brief explanation of how the structure works.

Name Art Walk

5:00 / 10:00 TIME 45 POINTS LEVEL 3 PROGRESS 3 9 CURRENT STREAK HIGHEST STREAK

Each of these sentences uses a prepositional phrase to add extra information to the sentence. The prepositional phrases are shown in bold. Prepositional phrases usually say where or when something happened.

On top of the wall, the hornet converses with a honeybee.

Above a local farm, a plane and a hot air balloon collide.

In the laboratory, the air was filled with an overwhelming stink.

5:00 / 20:00 TIME 2750 POINTS LEVEL 3 35% PROGRESS 3 9 CURRENT STREAK HIGHEST STREAK

Introduce

Engage

To introduce the exercise to your students, say: *Today we are going to focus on reading comprehension. Reading comprehension means that you can understand what is being read or what you are reading. We are going to work on this by building sentences about pictures. To build student engagement, display a picture of an engaging scene that will increase student interest. Consider using a picture from a popular or current book, comic, or movie. Say: **First, we will practice looking at a picture and identifying the details together.** Display a picture of an engaging scene. Think aloud as you describe the details of what is occurring in the picture. Include the setting, characters, and events. Note that as you are thinking aloud, you will build the answer using pre-printed or pre-written sentence fragments. Display the sentence that describes the detail you are discussing where all students can see it. Repeat this process as you build sentences about the picture.*

Demo

1. Say: *Today, we're going to practice building sentences that describe pictures. Together, we'll work on an exercise called Art Walk. I'll get us started, then I'd like for you to try.*
2. Project the "Introduction - English or Spanish demo" for Art Walk.
3. Follow along with the demo, which explains how the exercise works.
 - Describe the details you see in the pictures.
 - Explain which one is the best match and how you ruled out the other options.
 - Choose an answer.
 - Correct answer: a "ding" sound effect plays, the answer is highlighted, and the answer appears in the sentence.
 - Incorrect answer: a "thunk" sound effect plays, the correct answer appears in the sentence, and the incorrect answer is dimmed.
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Possible answers (top to bottom) = Number keys 1 - 4

Direct students to log in and work individually on the Art Walk Demo for approximately 10 minutes. This time period mimics the timing of the exercise once it's assigned. Debrief with students to ensure they understand the task and objective of the exercise. Ask: *What did you notice?* Have students share anything that they have questions about.



Art Walk includes instructional audio for the exercise introduction and instructions. By default, these are presented in English. You can, however, select Spanish instructions for all, some, or individual students on the Manage page in mySciLEARN.

Facilitate and Encourage

Monitor Student Progress

Review Art Walk reports regularly to monitor student progress. Use the data to determine which students are succeeding and which students might be struggling to make progress.

Where to look...

PROGRESS: Reading Comprehension Exercise Progress - Art Walk

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.



What to look for... what it means

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

The student may be struggling and you need to find out why.

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

| Schedule | | Minutes/Questions | | Start Time | | Total Minutes | |
|-------------|------------|-------------------|----------|-------------|------------|---------------|--|
| Days of Use | Date | Art Walk | Cognobot | Data Stream | Print Shop | Road Trip | |
| 10 | 06/18/2021 | ● | ○ | | | | |
| 9 | 06/17/2021 | ● | | | | | |
| 8 | 06/15/2021 | ● | ● | | | | |
| 7 | 06/14/2021 | ● | ○ | | | | |
| 6 | 06/10/2021 | ● | | | | | |
| 5 | 06/09/2021 | ● | | | | | |

Schedule

See if the student has met their daily schedule, and check what's planned for the next few days:

- Time completed
- Time not completed
- Exercise Skipped
- Planned for day

Do you see half-filled gray circles?

The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule.

Do you see red circles?

The student is skipping this exercise. Provide support to help them re-engage.

USAGE: Usage Details - Minutes/Questions

| Schedule | | Minutes/Questions | | Start Time | | Total Minutes | | | |
|-------------|------------|-------------------|----------|-------------|------------|---------------|------|----|-----|
| Days of Use | Date | Art Walk | Cognobot | Data Stream | Print Shop | Road Trip | | | |
| | | Min | Ques | Min | Ques | Min | Ques | | |
| 8 | 06/30/2021 | - | - | - | - | - | - | 30 | 202 |
| 7 | 06/29/2021 | - | - | - | - | 15 | 40 | 3 | 10 |
| 6 | 06/28/2021 | - | - | 10 | 23 | 0 | 344 | 5 | 5 |
| 5 | 06/25/2021 | 10 | 1092 | 0 | 253 | - | - | 1 | 5 |
| 4 | 06/24/2021 | - | - | - | - | 1 | 61 | 7 | 150 |
| 3 | 06/23/2021 | 1 | 5 | - | - | 2 | 7 | - | - |
| 2 | 06/22/2021 | 3 | 10 | 1 | 13 | - | - | 2 | 10 |
| 1 | 06/21/2021 | - | - | - | - | 3 | 33 | 2 | 21 |
| | | 5 | 31 | | | | | | |

Are many days highlighted in red?

The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further.

Is the student answering fewer questions than usual?

They may be distracted or losing focus. In comparison to their previous activity, a low number of trials to minutes may indicate the student is not applying themselves to the task.

Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of trials to minutes may indicate the student is trying to amass points, or to progress more quickly, but rushing can result in mistakes. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Art Walk Progress

| Structure Category | Progress | Percentage | Count |
|---|----------|------------|-------|
| Short Sentences, All Structures | | | |
| Stem Provided, 1 Step, Easy Vocabulary | ✓ | 73% | 107 |
| Short Sentences, Easy-Moderate Structures | | | |
| Stem Provided, 1-2 Steps, Easy Vocabulary | ✓ | 60% | 165 |
| No Stem Provided, 2-3 Steps, Hard Vocabulary | ✓ | 60% | 166 |
| Long Sentences, Moderate-Difficult Structures | | | |
| Stem Provided, 1-3 Steps, Easy Vocabulary | ▬▬▬ 3/10 | 51% | 64 |
| No Stem Provided, 3-5 Steps, Hard Vocabulary | ▬▬▬ | 0% | 0 |

Progress

For groups in progress, the report shows the number of language structures successfully completed out of the total number in that group.

Percent Correct

Each group of language structures includes 12-20 pictures. Each picture includes 5 sentences to build, with up to 4 segments per sentence. To make progress, the student must build each sentence correctly without making errors.

Questions

The minimum number of questions (sentences) varies depending on the group.

- Stem Provided, 1 Step, Easy Vocabulary: 60
- Stem Provided, 1-2 Steps, Easy Vocabulary: 100
- No Stem Provided, 2-3 Steps, Hard Vocabulary: 100
- Stem Provided, 1-3 Steps, Easy Vocabulary: 100
- No Stem Provided, 3-5 Steps, Hard Vocabulary: 100

What to look for... what it means

Has the student completed the minimum number of questions and most of the structures?

The student is close to passing and may be struggling with just one language structure. Check the Errors section of this report:

- If they are making mistakes with multiple language structures, encourage them to take their time and read each question carefully.
- If they are struggling with just a couple language structures, consider providing instruction on those structures.

Has the student completed the minimum number of questions but very few structures?

The student may be struggling with multiple language structures. Check the Errors section of this report:

- If they are making a few mistakes on each error structure, encourage them to take their time and read each question carefully.
- If they are struggling with multiple language structures, provide additional support.

Is the number of completed structures increasing?

The student has mastered some language structures and is making progress.

Is the number of completed structures staying the same?

The student may be struggling with multiple language structures. Check the Errors section of this report to determine where the student needs additional support.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

PROGRESS: Errors - Art Walk

Content the student is struggling with is highlighted in red.

| Structure Category | Errors | Errors / Questions |
|--|--------|--------------------|
| Simple Negation | 50% | 2 / 4 |
| Example: The boy is not walking the dog. | | |
| Infinitival Complement to Verb | 33% | 1 / 3 |
| Example: The girl asked to pet the dog. | | |
| Passive Voice | 78% | 3 / 4 |
| Example: The team was excited by the news. | | |
| Articles | 25% | 1 / 4 |

Are specific language structures highlighted in red?

Consider providing the student with instruction on the specific vocabulary and/or language structures with which they are struggling the most.

See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.



Reading Comprehension Progress Monitoring Chart in [Student & Teacher Resources](#)

Facilitate and Encourage

Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Art Walk reports to adjust instruction to meet each student's needs and respond to variance among learners. The activities below are suggestions to support students who might be struggling with their progress in Art Walk.



Does the student understand the exercise goal/task?

After initially reviewing the exercise goal/task with the student, if the student is demonstrating difficulty, consider clarifying the instructions, setting a goal based on student area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

- First, start by setting a clear goal:
 - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
 - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
 - Choose or create a self-monitoring chart for students to track their progress over time. Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
 - Explain and model the steps needed to complete and interpret the self-monitoring chart.
 - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
 - Review the steps of the activity with the student.
 - Model or explain the steps of the activity.
 - Practice completion of the task with the student.
 - Encourage the student to explain or show you how to complete the task.
 - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage



Is the student on task and engaged with activity?

When a student is struggling to stay on-task and engaged, consider the strategies below as a starting point to increasing student engagement.

- Adjust the pacing or duration of instruction.
- Provide built-in breaks as well as allow the student to request breaks as needed. Involve the student in determining their preferred and most successful work schedule. Some students prefer longer work periods and longer breaks while others prefer shorter work periods and more frequent breaks. Adjust as needed to increase student momentum, success, and confidence.
- Consider student motivation. Motivation can be intrinsic and extrinsic. How to motivate the student is largely dependent on their learning needs, preferences, and reinforcers. Student observation, reinforcer surveys, rapport building, and parent and student questionnaires can be helpful in determining how to increase student motivation.



Are there words in the task (prompt and response) that the student doesn't know?

- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided notes, response cards, or note cards.



Is the student noticing details in the picture to provide clues?

- Provide the student with multiple opportunities to practice responding to pictures outside of this activity.
- Model how to interpret information displayed via pictures.
- Think aloud as you look at a picture of a scene or event. Describe the environment, characters, and events that are taking place in the picture. Explain the main idea of the picture and the details that support it.
- Have the student practice identifying details that support the main idea of a picture independently, with peers or teacher support.

Facilitate and Encourage



Is the student struggling with sentence building?

- Using the exercise demo, work through some sentences together. First, build several sentences, modeling how to approach the task. Think aloud about how you reject wrong answers and select correct ones. Then, have the student build several sentences. Ask them to explain their process to you, and provide supportive coaching.
- Provide multiple opportunities to practice sentence building using the model similar to the Art Walk activity (fill-in-the-blank, guided writing prompt).
- Practice a sentence starter by beginning the sentence for the student using the sentence building strip. Begin by building the sentence starter with the word strips. Have the student complete the sentence with the word strips. Verbally model and explain how you are building the sentence. This should be primarily done in a textual or visual format as that is the expected behavior of the student.
- Print or write sentences on strips of paper and cut into segments (at least 1 word on each segment). Model building the sentence by putting the segments in the correct order while you state the steps to complete the task aloud. After demonstrating how to complete the sentence building activity, practice with the student and then allow the student to practice independently with supervision. After this practice, consider extending the activity by having them practice with a partner or multiple students receiving the same intervention. Provide immediate positive and corrective feedback as needed.

Adjust Instruction/Intervene

Student Resources

You may decide to use any or all of these monitoring sheets with your students:



Reading Comprehension Streaks & Completion Chart in [Student & Teacher Resources](#)
Explain to students that accuracy is the key to moving through the content in Fast ForWord. Because streaks record the number of correct answers in a row, this chart can help students self-monitor for accuracy. After they complete their exercises for each day, have students record their highest streaks and percent complete in each exercise, then challenge them to exceed those numbers tomorrow. Students will need one copy every 5 days.



Reading Comprehension Completion Chart in [Student & Teacher Resources](#)
Students can self-monitor their progress on each exercise in Reading Comprehension by filling in the bar representing their actual completed percentage to provide them with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy per component.