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BY CARNEGIE LEARNING

DOG BONE
Teacher Manual

Contents

Goals/Objectives

English Language Arts Standard	Students build comprehension skills by reading and/or listening to a variety of texts and answering comprehension questions about them.

Language/ Reading Skills	Students will... • use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words (academic language) • follow visual prompts to read along while listening to a model of reading, then reread texts independently (fluency) • approach print with a basic understanding of how it works, including the concept that text conveys a message, knowledge of how books work, which direction to read in, and how to interpret punctuation (print concepts) • clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies) • use information gained from illustrations and the words in a text to demonstrate understanding of the text (interpreting visual information)

Reading Comprehension Skills	Students will… • distinguish key ideas from supporting details (key ideas & details) • listen to and comprehend spoken language and derive meaning from oral texts (listening comprehension) • read texts independently, with minimal to no assistance (independent reading) • recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension)

|	
Cognitive Skills	Students will… • hold words in working memory while comparing their initial, middle, or final sounds (memory) • focus on specific information about words, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory information to identify words (processing)

Social-Emotional/ Executive Function Skills	Students will... • increase self-regulation through visual cues designed to enhance selective attention and inhibition of impulsive responses. • increase confidence through the comprehension of progressively longer passages • increase motivation through independent guided reading practice

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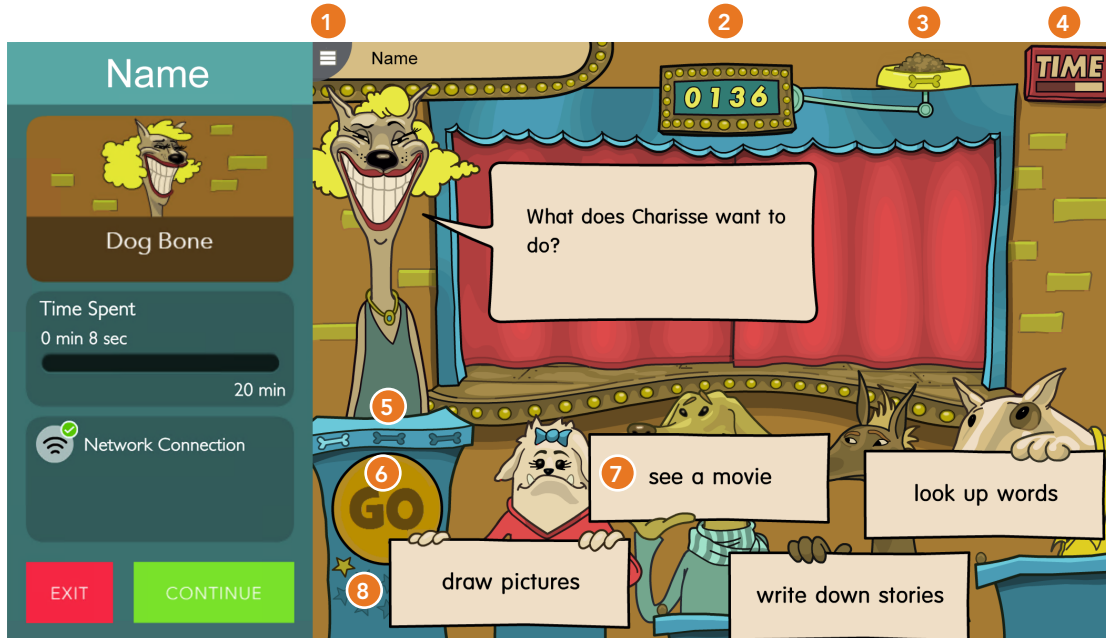
Exercise Screen

1 Menu
Shows:
- Time Spent / Time Scheduled for the exercise.
- Network connection status.
- Exit: Returns student to the Assignments screen.
- Continue: Returns student to the exercise.

2 Points
Shows total points awarded across all of a day's sessions.
- Correct answers: 8 points for each correct answer on the first attempt, and 1 point for each correct answer on the second attempt (learning question).
- Bonus points: 16 points after 6 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

3 Number of Streaks (Kibble treats)
After each 3-in-a-row streak, kibble is added to the golden food bowl. After 4 streaks, the kibble treats rain down on the dogs. After each round of treats (up to 8) another kibble is left on each contestant's podium.

4 Time
Bar fills in from left to right to show time spent in the exercise.

5 Current Streak (Bones)
Bone shapes on the podium light up to show the current consecutive correct answer. Resets after 3 correct in a row or an incorrect answer.

6 Go Button
Presents a question (picture or word). The student can click Go as many times as needed to hear the question again.

7 Answer Buttons (Cards)
Presents possible answers on 4 cards. The student must choose the card with the correct answer.

8 Progress Meter
Tracks and celebrates every 10% of exercise content completion.

9 Current Page
Shows the current page within the text.

Task

Early in Dog Bone, students listen to fiction and nonfiction texts and answer comprehension questions. Later, they reread each of the texts independently, and answer a new set of questions. Finally, they answer questions about graphic organizers, such as tables and graphs.

Whenever narration is presented, the text is highlighted line by line to scaffold toward independent reading. Questions are always both written and spoken, but the answers are only presented in writing, so some independent reading is required.

Fiction and nonfiction texts are divided into 4-6 pages, followed by 1-2 multiple-choice questions.
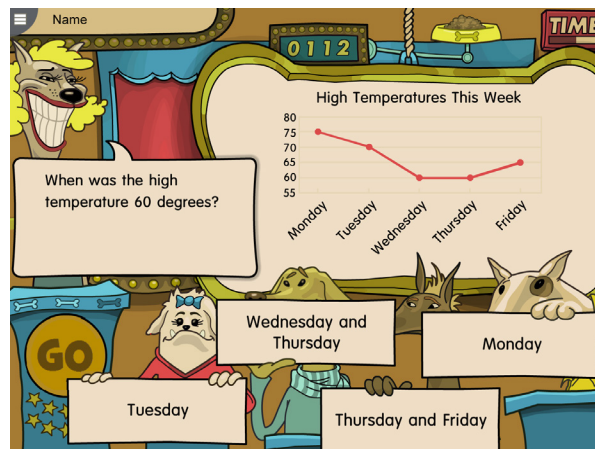
Early in the exercise, listen and read along...   ...then answer questions about the text.

Later, independently reread, then answer new questions. At the highest level of difficulty, independently read and answer questions about graphic organizers such as tables and graphs.

Icon Key	🔊 Audio	⬇ Download	🌐 English Learner	✔ Quick Check	⚙ Settings	▶ Video

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Content

Progression

In Dog Bone, students progress through 6 levels of difficulty. Across the levels, changes in the following factors make the task more challenging:

- Narration rate
- Vocabulary level
- Text length
- Text type

Within each level, students are exposed to a variety of text and question types:

- Text types:
  - Fiction and nonfiction texts (first 5 levels)
  - Bar graphs, line graphs, pie charts, and tables (highest level)
- Question types: who, what, where, when, which, how, why

To pass a question, the student must answer correctly on the first attempt. Before moving on, any incorrect questions are repeated as an opportunity to learn the content. Mastery requires passing 84% of questions about passages, and 90% of questions about tables & graphs. At the end of each level, the student will cycle back to those that were not mastered, and have another opportunity to pass. After a few attempts to pass all texts in a level, the student will advance to the next level. At the end of the exercise, students will again cycle back to texts that were not mastered.

	Vocabulary Level	Texts
Slow Narration Rate	1st Grade Vocabulary	4 Fiction 2 Nonfiction
	2nd Grade Vocabulary	2 Fiction 4 Nonfiction
Fast Narration Rate	1st Grade Vocabulary	2 Fiction 2 Nonfiction
	2nd Grade Vocabulary	1 Fiction 1 Nonfiction
	3rd Grade Vocabulary	1 Fiction 1 Nonfiction

In the last level, students will answer questions about graphic organizers such as tables and graphs.

	Sample Page	Sample Questions and Answers
Slow Narration Rate, 1st Grade Vocabulary	In November, Grandpa Goose came to talk with Gary. "It's winter, my little goose. Time for our family to fly south."	Where will the Goose family go? south, north, to the woods, November
Slow Narration Rate, 2nd Grade Vocabulary	The computer responds to commands by following a code. A code is like a list of things to do, written in a different language.	How does the computer respond? by following a code, by shutting down, by making a list, many languages
Fast Narration Rate, 1st Grade Vocabulary	People have made art for thousands of years. When people lived in caves, they made art on the cave walls. They used animal blood as paint. The pictures showed scenes from their lives. Later, people painted their tents and boats with many colors. They used beads to make their clothes beautiful. This is a kind of art, too.	Where did people paint? on cave walls, on animals, in the living room, with blood
Fast Narration Rate, 2nd Grade Vocabulary	Just then, Alfonso Ant cried out. "Mr. Harvey just spilled his midnight snack on the kitchen floor! Peanut butter on white bread! Everybody wake up!" Antonio sighed. He did not want to go. Then he had an idea. "Maybe this is a chance to escape the ant life," thought Antonio. "No one will realize that I am gone."	When does Antonio have an idea? as the other ants are waking up, as soon as the other ants get back, as all the ants have a party, as good as peanut butter
Fast Narration Rate, 3rd Grade Vocabulary	During the day, there is lots of light. We can see many different colors. If we look outside, we can see green grass, brown tree trunks, and red and yellow flowers. But things seem to change at night. There is almost no light. And the colors go away! If we look outside, everything is black and white – even the flowers.	How do flowers look at night? black and white, colorful, very pretty, next to a tree trunk

Did you know?

Reading comprehension research has shown the value of independent practice as students progress in their ability to read and comprehend progressively longer passages.[1] The activities in Dog Bone provide guided independent practice while cross-training attention and working memory skills. Dog Bone introduces progressively longer fiction and nonfiction passages in the clear, short chunks shown by research to support working memory. An added feature, enabled by the digital format, synchronizes line-by-line highlighting of the written text with an aural presentation of the passage. These added visual cues further focus the student's selective attention on the individual words. Research indicates that this type of built-in attention and inhibition practice increases self-regulation and confidence with reading.

1. https://lvp.digitalpromiseglobal.org/content-area/reading-pk-3/strategies

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Introduce

Engage

To introduce this exercise to your students, first print and pass out the Dog Bone Guided Questions Worksheet in <u>Student & Teacher Resources</u>. Say: Today, we are going to practice answering questions after reading a short passage. We are going to use this chart to help answer the questions. This chart can help us organize and answer our questions during or after reading. Your answers will be brief. For this exercise, you may write complete sentences, sentence fragments, or lists. Display a short passage that is at the instructional level of the students. Choose a passage that is about a preferred topic, involves comedy, or even a well known excerpt from a favorite movie or book. Read the passage aloud. After reading the passage ask who, what, where, when, which, how, and why questions one at a time. Have the students write brief answers on their copy of the chart after you ask each question. Review student responses and then state or confirm the correct answer.

Demo

1. Say: Today, we're going to practice listening to or reading a passage and answering questions relating to the passage. Together, we'll work on an exercise called Dog Bone. I'll get us started, and then I'd like for you to come up and try.

2. Project the "Introduction - English or Spanish" demo for Dog Bone.

3. Follow along with the demo, which explains how the exercise works.

   - Explain which answer is the best match, and how you ruled out the other options.

   - Click the correct answer.

4. Demo the keyboard shortcuts:

   - Go button = Space bar

   - Possible answers (left to right, start in top row) = Number keys 1 - 4

5. Say: At the highest level in the exercise, you will be answering questions about graphic organizers, like graphs and tables. None of this information will be read aloud, so you'll have to be careful as you read.

Direct students to log in and work individually on the Dog Bone 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.

Dog Bone 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.

Monitor Student Progress

Review Dog Bone 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...	What to look for... what it means

PROGRESS: Reading Readiness Exercise Progress - Dog Bone

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.
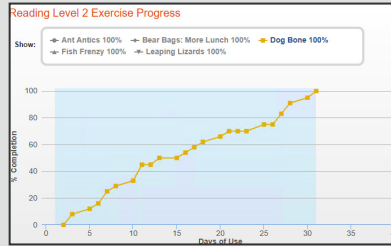
Is the line going up?
The student is completing content accurately and making progress.

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

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

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 questions 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 questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

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Where to look...

PROGRESS: Progress Details - Dog Bone Progress

Dog Bone Progress

- ✅ Complete, advancement criteria met
- 🟩 In progress
- ⬜ Not started
- 🟥 Advancement criteria not met*

▼ Dog Bone ? ✔		5/20/2021
Short Passages, 1st Grade Vocabulary		
Spoken & Written Words, Slow Narration		72
Written Words	🟥	83% 36
Short Passages, 2nd Grade Vocabulary		
Spoken & Written Words, Slow Narration Rate	🟩	75% 12
Written Words	🟩	100% 5
Long Passages, 1st Grade Vocabulary		
Spoken & Written Words, Fast Narration Rate	⬜	0% 0

Percent Correct

Students must correctly answer 84% to 90% of questions to progress. To complete a short or long passage, students must listen to it and answer at least 5 of 6 questions correctly, then they must reread it and answer another 5 of 6 questions correctly. To complete the tables & graphs, students must correctly answer at least 9 out of 10 questions.

Questions

The minimum number of questions in a task varies:

Short Passages, 1st Grade Vocabulary
- Spoken & Written Words, Slow Narration Rate: 36
- Written Words: 36

Short Passages, 2nd Grade Vocabulary
- Spoken & Written Words, Slow Narration Rate: 36
- Written Words: 36

Long Passages, 1st Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 24
- Written Words: 24

Long Passages, 2nd Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 12
- Written Words: 12

Long Passages, 3rd Grade Vocabulary
- Spoken & Written Words, Fast Narration Rate: 12
- Written Words: 12

Interpret Tables & Graphs: 40

Questions that were missed will be presented again, for practice purposes, before the student moves on. At the end of each section, any passages (or tables & graphs) that were not completed to criterion will be presented again and re-evaluated.

What to look for... what it means

Are there red bars under Progress?

If a student doesn't answer enough questions correctly, they will repeat the task. Red bars indicate that the student was unable to pass a task within 3 attempts, and will revisit that content after some practice. Make sure that the student remains focused and motivated.

Is percent correct well below 80%?

The student may be struggling with multiple types of comprehension questions (who, what, where, when, how, which). Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all the texts in a group, so early difficulties can mask later successes, and early successes can mask later difficulties. Check the Error Report for the most recent day's results.

Has the student answered too many questions without passing?

A student who is still working on a level after 2 to 3 times the minimum number of questions may be struggling. 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.

Facilitate and Encourage

Where to look...	What to look for... what it means

PROGRESS: Errors - Dog Bone

▼ Dog Bone	Errors	Errors / Questions
Question Type		
How	12%	7 / 58
What	17%	18 / 109
When	11%	4 / 36
Where	12%	5 / 42
Which	21%	5 / 24
Who	10%	2 / 21

Are specific consonants highlighted in red?

Consider providing the student with instruction on the specific question types, text types, or graph and table types with which they are struggling the most.

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

Reading Level 2 Progress Monitoring Chart in Student & Teacher Resources

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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 Dog Bone 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 Dog Bone.

✅ 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 (aligned with the Reading Level 1 Progress Monitoring Chart found in Teacher Resources). 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 the 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?**

- Have the student write down unfamiliar words.

- 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 struggling with answering comprehension questions after reading or being read to?**

- Have the student practice answering comprehension questions after reading a short paragraph at their instructional level. Use the Dog Bog Guided Questions Worksheet in Student & Teacher Resources to help the students organize their answers.

- Students may use this chart independently, with a peer, or in small groups with an instructor.

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Adjust Instruction/Intervene

Student Resources

You may decide to use the following worksheets with your students:

Dog Bone Guided Questions Worksheet in Student & Teacher Resources

Use this worksheet to intruduce the activity to your students, or provide extra practice. Students will need one copy.

Reading Level 2 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 2 exercise by filling in the bar each day with their actual completed percentage. This provides students 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.