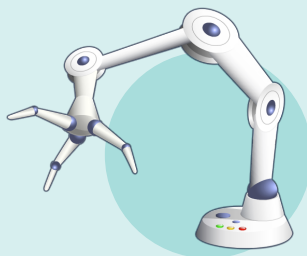
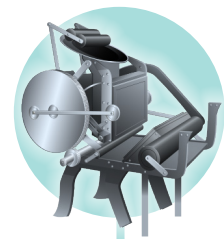


READING COMPREHENSION

Teacher Manual



READING COMPREHENSION

Teacher Manual

Contents

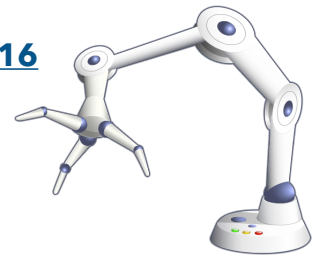


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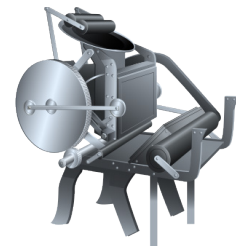


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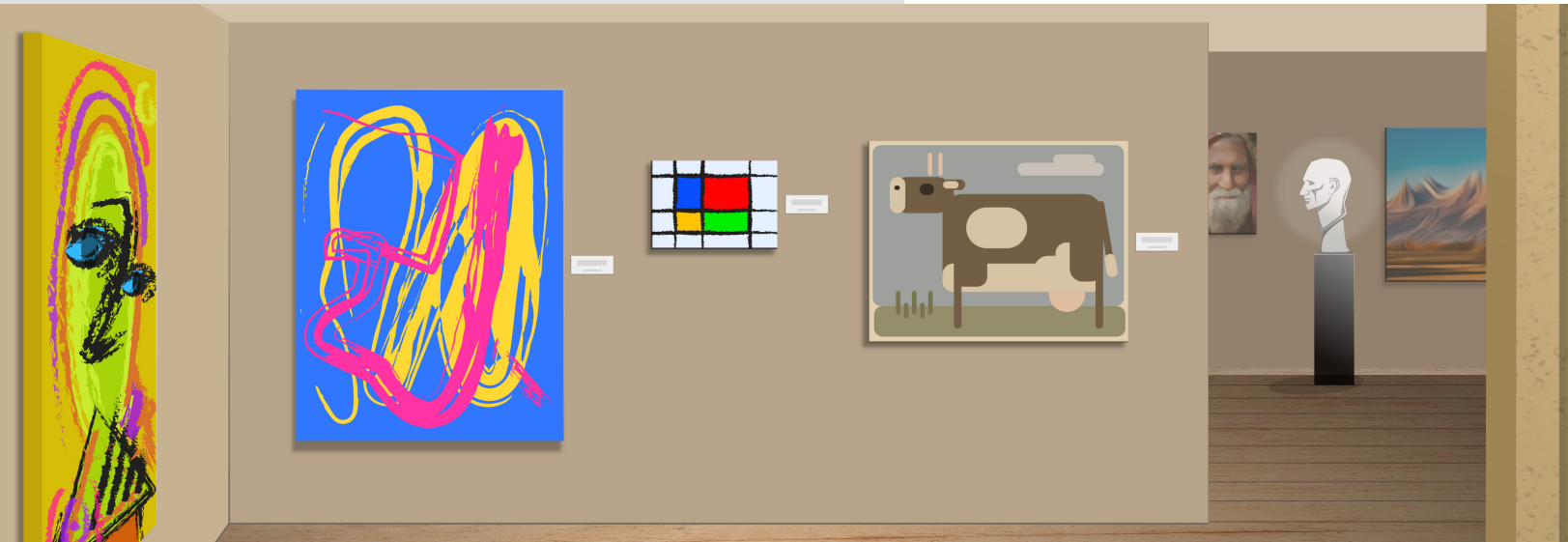
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ART WALK

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)	<p>Students will develop reading comprehension skills by manipulating grammatical forms and structures to construct sentences about visual information.</p>
Comprehension Skills	<p>Students will...</p> <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	<p>Students will...</p> <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	<p>Students will...</p> <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	<p>Students will...</p> <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

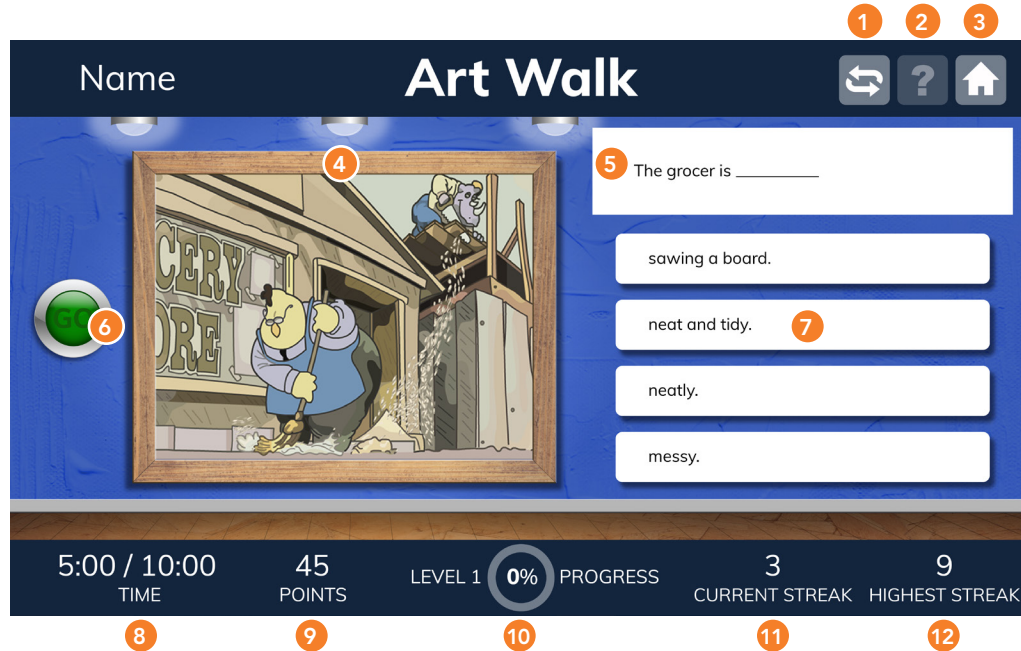


Settings



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

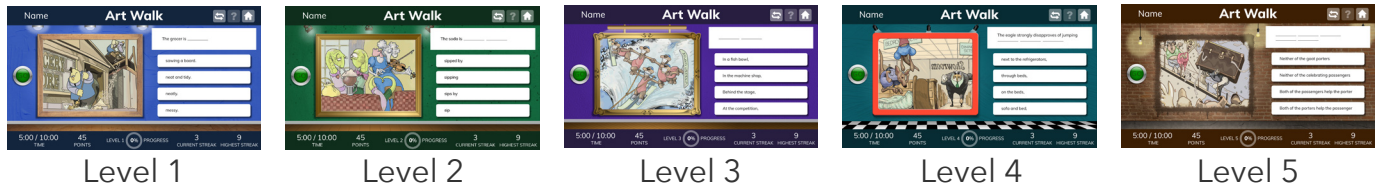
Sentences	Structures	Stem	Steps	Vocabulary
Short	All	Provided	1	Easy (Grade 4)
Short	Easy/Moderate	Provided	1-2	Easy (Grade 4)
Short	Easy/Moderate	Not Provided	2-3	Hard (Grade 4-6 & Academic)
Long	Moderate/Difficult	Provided	1-3	Easy (Grade 4)
Long	Moderate/Difficult	Not Provided	3-5	Hard (Grade 4-6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

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 CURRENT STREAK 9 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

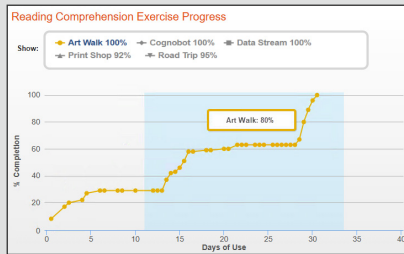
Monitor Student Progress

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 1 53
3	06/23/2021	1	5	-	-	2	7 5 5
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

Art Walk Progress

- Complete, advancement criteria met
- In progress: passed / total
- Not started

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.



COGNOBOT

Teacher Manual

English Language Arts Standard(s)

Students will develop reading comprehension skills by extracting different types of information (e.g. literal, sequential, causative, and inferential) from a variety of texts including fiction and nonfiction, poems, tables, schedules, and instructions.

Comprehension Skills

Students will...

- describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text (craft & structure)
- refer to details and examples in a text when drawing inferences from it (drawing inferences)
- read texts independently, with minimal to no assistance (independent reading)
- use information gained from the words in a text to demonstrate understanding of the text (interpreting visual information)
- distinguish key ideas from supporting details to answer specific questions (key ideas & details)
- 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...

- 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)
- read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)
- attend to details, and plan an appropriate sequence of steps in order to respond to written instructions (following directions)
- 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...

- use working memory for reading with comprehension and answering questions (memory)
- focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention)
- use language processing skills to identify written information and analyze its meaning in context (processing)
- recognize and track temporal and causal event sequences in passages of text, as well as alphabetical and logical ordering in tables, schedules, and instructions (sequencing)

Social-Emotional/ Executive Function Skills

Students will...

- build and continuously revise a mental model of text in working memory
- increase confidence in independent reading and the ability to draw inferences based on personal knowledge and experience
- build social awareness through interpretation of character representations
- increase motivation to read for enjoyment

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Overview

Exercise Screen

Name Cognobot

Fruit		Plant Type	Uses
apple	red, yellow, green	tree	juice, pie
banana	yellow	tree	milkshake, bread, pie
grape	purple, red, green	vine	juice, jelly
orange		tree	juice

Which fruit in this table does not grow on a tree?

orange

pumpkin

apple

grape

5:00 / 10:00 TIME 78 POINTS LEVEL 2 0% PROGRESS 3 CURRENT STREAK 9 HIGHEST STREAK

1 Reread

Returns to the original content screen so the student can reread when needed.

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 passage, graphic organizer, or summary that the student must review and interpret.

5 Question

Shows a question about the content presented.

6 Answer Buttons

Shows possible answers to the question.

7 Time

Shows Time Worked / Time Scheduled for the exercise.

8 Points

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

- Correct answers: 8 points for questions that count toward progress; 4 points for practice or intervention questions.

9 Level Progress

Displays the current level and percent complete of the level.

10 Current Streak

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

11 Highest Streak

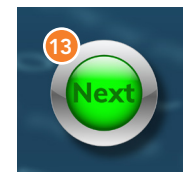
Shows the highest number of consecutive correct answers in this session.

12 Go

Presents content or a question.

13 Next

Continues to the next page or task.



Task

In Cognobot, students read and answer questions about two types of texts: passages (fiction, nonfiction, and poetry) and reference texts (tables, schedules, and instructions).

- When working on passage texts, the student reads the passage first, then clicks the Next button to move to a series of questions about the passage. If needed, the student can return to the passage and read it again using the Reread button.
- When working on reference texts, the table, schedule, or set of instructions remains on the screen while the student answers questions about it.

Content

Cognobot presents 48 texts across three levels of difficulty, with vocabulary at the 2-4 grade levels.

	Passage Texts	Reference Texts
2nd Grade Vocabulary, Short Sentences	3 Fiction Passages 6 Nonfiction Passages 1 Poem	2 Tables 2 Schedules 2 Instructions
3rd Grade Vocabulary, Mid-length Sentence	3 Fiction Passages 6 Nonfiction Passages 1 Poem	2 Tables 2 Schedules 2 Instructions
4th Grade Vocabulary, Long Sentences	3 Fiction Passages 6 Nonfiction Passages 1 Poem	2 Tables 2 Schedules 2 Instructions

Each text is associated with 6 questions that ask the student to think across multiple categories of text comprehension.

For passage texts, the questions include:

- Cause & Effect
- Content & Style
- Inferential: Intent
- Inferential: Order
- Inferential: Vocabulary
- Literal

For reference texts, the questions include:

- Literal
- Inferential

Exercise Overview

Did you know?

Reading comprehension involves creating a mental model of text in working memory then revising the model as the text progresses. This requires an ability to make two types of meaningful connections: connecting separate pieces of literal information, and linking literal information from the text to the reader's background knowledge. The ability to link literal information provided in a text involves grammatical skills such as pronoun resolution or recognizing causal relationships. Linking literal information from the text to the reader's background knowledge requires drawing inferences, such as inferring why a character acted in a specific way.

Most students need explicit instruction and practice in linking literal textual information and drawing inferences. Students who are learning English as a second language or those with oral language limitations require more extended specific practice with these skills.

Progression

In Cognobot, the student progresses through the texts across 3 levels of difficulty. The exercise varies several factors to make the tasks more challenging.

Within the passage texts (fiction, nonfiction, and poems), the exercise varies 3 factors:

- the vocabulary level (2nd - 4th grade)
- the length of the sentences (10 - 16 words)
- the length of the passages (6 - 8 sentences)

Within the reference texts (tables, schedules, and instructions), the exercise varies 2 factors:

- the topics shift from concrete and familiar to abstract and/or less familiar
- the length or complexity of the text increases

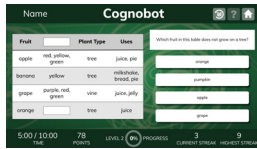
Cognobot adapts to the student's performance and provides targeted interventions if the student is struggling.

Motivational Levels

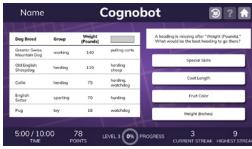
After each 20% of progress through the exercise, students “level up” and the screen changes slightly. These motivational levels are not connected to specific content.



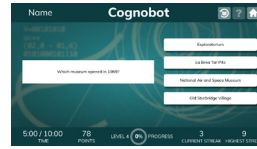
Level 1



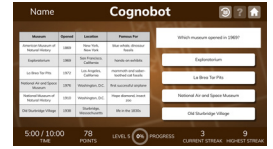
Level 2



Level 3



Level 4



Level 5

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, Tables, is used when a student is struggling with reading tables. The student is shown an example and walked through an explanation on how tables are organized by vertical columns and horizontal rows, and how the information is grouped by concept.

Tables are useful for organizing information by grouping similar concepts and showing relationships. For example, this table lists some of the animals that are state symbols...

Name
Cognobot

Animal Class	California	Oregon	Washington
amphibian	California red-legged frog	–	Pacific chorus frog
bird	California quail	Western meadowlark	willow goldfinch
fish	California golden trout	Chinook salmon	steelhead trout
mammal	California grizzly bear	beaver	Olympic marmot

5:00 / 10:00
TIME
78
POINTS
LEVEL 3 50% PROGRESS
3
CURRENT STREAK
9
HIGHEST STREAK

Facilitate and Encourage

Introduce

Engage: Reading Comprehension

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 practicing reading short passages, tables and schedules. To build student engagement, choose a high-interest short passage, table, and schedule. Consider choosing content from student preferred text, stories, and topics. Say: First, we will practice by reading the ____ together and then we will identify key facts from the ____.

Display the short passage, table, or schedule. Read it aloud and then state the key facts as you mark/annotate them. Say: We will review our notes and then identify three key facts together. I will state the first example and then I want you to try the next two.

Demo

1. Say: Today, we're going to practice reading passages, tables, and schedules, then answering questions about them. Together, we'll work on an exercise called Cognobot. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish demo" for Cognobot.
3. Follow along with the demo, which explains how the exercise works:
 - When looking at a table or schedule, describe the details you see.
 - Explain which answer is the best match and how you ruled out the other options.
 - Choose an answer:
 - Correct answer: a "ding" sound effect plays and the answer is highlighted.
 - Incorrect answer: a "thunk" sound effect plays and the incorrect answers are dimmed.
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Next button = Space bar
 - Possible answers (top to bottom) = Number keys 1 - 4

Direct students to log in and work individually on the Cognobot 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.



Cognobot 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.

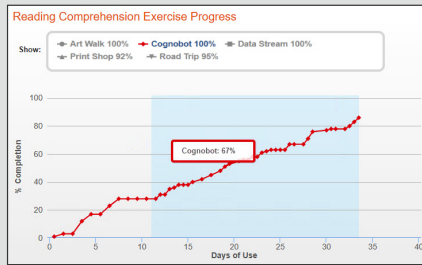
Monitor Student Progress

Review Cognobot 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 - Cognobot

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	06/16/2021	●	●				
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	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	1082	0	253	-	-	-	-	1	5
4	06/24/2021	-	-	-	-	1	61	7	150	1	53
3	06/23/2021	1	5	-	-	2	7	-	-	5	5
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.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Cognobot Progress

Cognobot		Progress		
2nd Grade Vocabulary, Short Sentences				
Fiction, Nonfiction, Poems		✓		
Tables, Schedules, Instructions		✓		
3rd Grade Vocabulary, Mid-length Sentences				
Fiction, Nonfiction, Poems		✓	54%	111
Tables, Schedules, Instructions		✓	100%	36
4th Grade Vocabulary, Long Sentences				
Fiction, Nonfiction, Poems			0%	0
Tables, Schedules, Instructions			0%	0

Progress

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

Percent Correct

To make progress, students must correctly answer all 6 questions associated with a text.

Questions

Each text includes 6 questions. The minimum number of questions per group varies depending on the number of texts in that group (10 for standard texts, 6 for reference texts):

2nd Grade Vocabulary, Short Sentences

- Fiction/Nonfiction/Poems: 60
- Tables/Schedules/Instructions: 36

3rd Grade Vocabulary, Mid-length Sentences

- Fiction/Nonfiction/Poems: 60
- Tables/Schedules/Instructions: 36

4th Grade Vocabulary, Long Sentences

- Fiction/Nonfiction/Poems: 60
- Tables/Schedules/Instructions: 36

If a group of texts must be repeated, the student may only be required to repeat a subset of the texts and/or questions.

What to look for... what it means

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

The student is close to passing and may be struggling with just one question type (for example, cause and effect, sequencing, etc.). Check the Errors section and encourage them to take their time, think about each question, and use the Reread button.

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

The student may be struggling with multiple types of questions (for example, cause and effect, sequencing, etc.). Check the Errors section of this report.

- If they are making a few mistakes on each question type, encourage them to take their time and read each question closely.
- If they are struggling with multiple question types, the student may need additional support.

Is percent correct well below 80%?

The student may be struggling with multiple types of comprehension questions (for example, cause and effect, sequencing, etc.). 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 taken too many questions without passing?

Typically, students require 60-250 questions to complete the standard texts, and 39-150 questions to complete the reference texts.

A student who is still working on the standard texts after 250 or more questions or the reference texts after 150 or more questions may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them on specific language structures.

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

PROGRESS: Errors - Cognobot

Errors in red are the most problematic for the student.

Cognobot		Errors	Items / Questions
Fiction			
Causative		25%	1 / 4
Example: Everyone was late that day, because _____.			
Content and Style		50%	2 / 4
Example: Rolling river is an example of alliteration because _____.			
Inferential/Intent		75%	3 / 4
Example: Why did Franklin arrive early?			

Are specific language structures highlighted in red?

Consider providing the student with instruction on how to gather specific types of information from a text.

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](#)

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 Cognobot 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 Cognobot.



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 identifying facts or key details?

- Provide the student with multiple opportunities to practice identifying facts from short passages, tables, and schedules.
- When presenting the student with a reading passage, table, or schedule, provide a graphic organizer for the student to track 3 key details prior to identifying the main idea. If needed, you can use the graphic organizers from the Data Stream Graphic Organizer Worksheet in [Student & Teacher Resources](#).

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.



DATA STREAM

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)

Students will develop reading comprehension strategies by answering questions about fiction and nonfiction texts, and working with graphic organizers and summaries.

Comprehension Skills

Students will...

- describe the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in a text or graphic organizer (craft & structure)
- refer to details and examples in text, either in passage or graphic organizer form, when drawing inferences from it (drawing inferences)
- read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)
- read texts independently, with minimal to no assistance (independent reading)
- use information gained from a text or graphic organizer to demonstrate understanding of the text (interpreting visual information)
- distinguish key ideas from supporting details to answer specific questions (key ideas & details)
- 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...

- 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)
- clarify the meaning of unknown words using strategies such as morphemic and contextual analysis (word learning strategies)

Cognitive Skills

Students will...

- use working memory for sentence comprehension and building text-level representations in long-term memory (memory)
- selectively attend to critical information and sustain attention across longer passages and question sets (attention)
- develop fluency in extracting and integrating meaning from longer text passages (processing)
- recognize and track temporal and causal event sequences in passages of text (sequencing)

Social-Emotional/ Executive Function Skills

Students will...

- apply cognitive strategies for acquiring, consolidating, and recalling information from fiction and nonfiction texts
- develop and practice deductive reasoning capacities
- increase confidence with independent reading as a way to learn new information
- be motivated to think critically about text

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Overview

Exercise Screen

Name **Data Stream**

1 2 3

4

According to U.S. Supreme Court:

vegetable

tomato

According to Most People:

sweet

fruit

apple

edible plant

not sweet

2

tomato

According to Botanists:

bean

tomato

chili

fruit

3

edible plant

no seeds

5

potato

lettuce

radish

5

Select the missing text for 2.

not sweet

6

vegetable

tomato

in the ground

7

8

9

10

11

5:00 / 10:00
TIME

45
POINTS

LEVEL 3 0%
PROGRESS

3
CURRENT STREAK

9
HIGHEST STREAK

1 Reread

Returns to the original content screen so the student can reread when needed.

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 passage, graphic organizer, or summary that the student must review and interpret.

5 Question

Shows a question about the content presented.

6 Answer Buttons

Shows possible answers to the question.

7 Time

Shows Time Worked / Time Scheduled for the exercise.

8 Points

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

- Correct answers: 8 points for questions that count toward progress; 4 points for practice or intervention questions.

9 Level Progress

Displays the current level and percent complete of the level.

10 Current Streak

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

11 Highest Streak

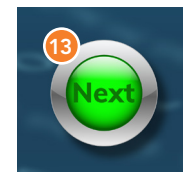
Shows the highest number of consecutive correct answers in this session.

12 Go

Presents content or a question.

13 Next

Continues to the next page or task.



Task

In Data Stream, students complete three tasks. First, they read a short fiction or nonfiction passage and answer comprehension questions about it. Then, they select or complete an organizer (either a graphic organizer or a summary of the passage). Finally, they use that organizer to answer additional comprehension questions about the passage.

Content

Data Stream focuses on the use of comprehension strategies. Students practice using organizers to analyze and summarize the information from a fiction or nonfiction passage. As the student works on the exercise, the passages become longer and more difficult and the organizers become more complex, the task shifts from selecting an organizer to completing one, and the associated comprehension questions become more challenging.

	Easy	Difficult
Passages	Grade 3-5 75-200 Words	Grade 6-8 240-480 Words
Organizer Task/ Content	Select/Less Complex	Complete/More Complex
Questions	Literal Reference	Inferential Integrative Metacognitive

Did you know?

Research indicates that reading comprehension depends directly on the strategies used to connect information in a text to what has been read before or learned through past experiences. Reading comprehension strategies are especially necessary for students who are struggling, such as students with reduced oral language skills due to developmental or experiential issues.

Organizational strategies—as well as responses to literal and inferential questions posed during and after reading—allow readers to connect the information from fiction or nonfiction text to their prior knowledge for consolidation. This conversion, sometimes referred to as “reading to learn,” is critical for learning across all subject areas.

Exercise Overview

Progression

In Data Stream, students progress through 7 levels of difficulty that focus on different organizers and related tasks. Within each level, students work with several passages.

Organizer tasks and types	Passages
Select a Circle Diagram	4
Complete a Circle Diagram	4
Complete a Table	6
Complete a Concept Web	6
Complete a Flowchart/Timeline	6
Select a Summary	6
Complete a Summary	6

Within each passage, students work through 3 tasks, in order:

Task 1: Passage	Read a fiction or nonfiction passage and answer questions presented after every few pages.
Task 2: Organizer	Select or complete a graphic organizer or summary
Task 3: Questions	Answer comprehension questions, making use of the organizer.

To complete a passage, the student must correctly answer 80% of the questions that involve the organizer (Tasks 2 & 3). To advance in the exercise, the student must complete all passages.

- For Tasks 1 and 2, questions answered incorrectly will be repeated as learning questions up to 2 times. Learning questions do not count toward progress.
- Passages that were not passed will be repeated. Students have 3 attempts to pass; otherwise they will return to those passages at the end of the exercise.

Data Stream adapts to the student's performance and provides targeted interventions if the student is struggling.

Exercise Overview

Motivational Levels

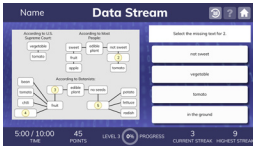
After each 20% of progress through the exercise, students “level up” and the screen changes slightly. These motivational levels are not connected to specific content.



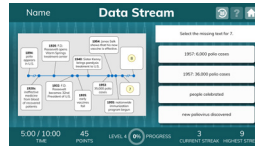
Level 1



Level 2



Level 3



Level 4



Level 5

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 Concept Web intervention, is used when a student is struggling to build a concept web or use a completed one to answer comprehension questions. It walks the student through the relationship between the items in a concept web, and how to use the relationships to identify or infer the missing information.

Here is a concept web that organizes some basic facts about the ten-legged crustaceans known as decapods. Like many concept webs, each box shows one concept. The lines connecting the boxes show links or relationships between the concepts...

```
graph TD
    CR[closely related] --- L[lobsters]
    CR --- C[crayfish]
    L --- LC[large claws]
    L --- D[decapods]
    C --- D
    D --- S[shrimp]
    D --- 2[2]
    2 --- HC[hermit crabs]
```

Select the missing text for 2.

- starfish
- salmon
- lobsters
- crabs

5:00 / 10:00 TIME 81 POINTS LEVEL 3 50% PROGRESS 3 CURRENT STREAK 9 HIGHEST STREAK

Facilitate and Encourage

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 reading a short passage. After that, we are going to organize the facts from the passage into a graphic organizer. To build student engagement, display a large graphic organizer. You can use the Data Stream Graphic Organizer Worksheet from [Student & Teacher Resources](#). Consider using a concept web, flowchart, or timeline to display the details/facts. Read the passage aloud and then, say: Now, we will complete the graphic organizer together. Think aloud as you add the details noted from the passage into the graphic organizer until completion.

Demo

1. Say: Today, we're going to practice using comprehension strategies to manage the information we read. Comprehension strategies help us organize information so that we can understand and use it better. First, we'll read a passage and answer a few questions about it. Then, we'll analyze and organize the information into a table, chart, diagram, or summary, and use it to answer more questions. Together, we'll work on an exercise called Data Stream. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish demo" for Data Stream.
3. Follow along with the demo, which explains how the exercise works.
 - When looking at a graphic organizer, describe the details you see.
 - Explain which answer 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 graphic organizer when applicable.
 - Incorrect answer: a "thunk" sound effect plays and the incorrect answers are dimmed.
4. Demo the keyboard shortcuts:
 - Go button = Space bar
 - Next button = Space bar
 - Possible answers (left to right, top to bottom) = Number keys 1 - 4

Direct students to log in and work individually on the Data Stream 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.



Data Stream 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.

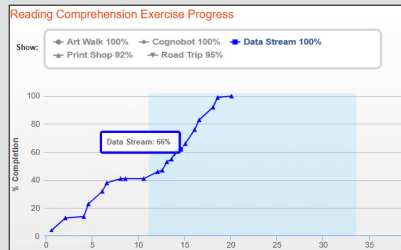
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Where to look...

PROGRESS: Reading Comprehension Exercise Progress - Data Stream

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

Usage Details		Schedule		Minutes/Questions		Start Time	
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

Usage Details		Schedule		Minutes/Questions				Start Time		Total Minutes	
Days of Use	Date	Art Walk	Cognobot	Min	Ques	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	1	53
3	06/23/2021	1	5	-	-	2	7	-	-	5	5
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.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Data Stream Progress

Task	Progress	0%	0
Select a Circle Diagram	2/4		
Complete a Circle Diagram			
Complete a Table		0%	0
Complete a Concept Web		0%	0
Complete a Flowchart / Timeline		0%	0
Select a Summary		0%	0
Complete a Summary		0%	0

Progress

For tasks in progress, the report shows the number of passages successfully completed out of the total number for each graphic organizer.

Percent Correct

To make progress, students must answer 80% of the questions associated with a passage correctly. Each graphic organizer is associated with multiple passages.

Questions

The minimum number of questions varies based on the graphic organizer task:

- Select a Circle Diagram: 36
- Complete a Circle Diagram: 24
- Complete a Table: 69
- Complete a Concept Web: 68
- Complete a Flowchart/Timeline: 71
- Select a Summary: 36
- Complete a Summary: 61

What to look for... what it means

Is percent correct near 80%?

The student is close to passing (80%). Encourage them to take their time, think about each question, and use the Reread button. Note that percent correct reflects performance across all the passages 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.

Is percent correct well below 80%?

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

Is the number of successfully completed passages increasing?

The student has mastered some content and is making progress.

Is the number of successfully completed passages staying the same?

The student may be struggling with this type of graphic organizer. Remind them to listen to and observe the corrective feedback to better understand why their answer was wrong before moving on to the next question. Otherwise, check the Errors section of this report which can help you determine where the student needs additional support.

PROGRESS: Errors - Data Stream

Content the student is struggling with is indicated in red.

Task	Errors	Errors / Questions
Circle Diagram		
Select or Complete	4%	1 / 28
Use to Answer Questions	23%	9 / 39

Are specific tasks highlighted in red?

Consider providing the student with instruction on the specific graphic organizers with which they are struggling.

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](#)

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 Data Stream 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 Data Stream.



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 graphic organizers?

- Provide the student with multiple opportunities to practice reading various types of graphic organizers outside of this activity. Use the Data Stream Graphic Organizer Worksheet in [Student & Teacher Resources](#).
- Model how to interpret information displayed via graphic organizers.
- Think aloud as you look at graphic organizers. Identify key details or facts.
- Have the student practice completing graphic organizers independently, with a peer, and/or with teacher support.

Adjust Instruction/Intervene

Student Resources

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



Data Stream Graphic Organizer Worksheet in [Student & Teacher Resources](#)



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.



PRINT SHOP

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)	Students will develop reading comprehension skills by selecting the correct paraphrase of a narrative text.
Comprehension Skills	Students will... <ul style="list-style-type: none">• read texts independently, with minimal to no assistance (independent reading)• identify key ideas and supporting details to paraphrase a text (key ideas & details)• 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">• 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)• 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 identifying alternate phrasing (memory)• selectively attend to grammatical features of words and phrases to help identify the correct paraphrase (attention)• use language processing skills to identify the key components and details of phrases and sentences (processing)• manipulate word order to paraphrase a variety of grammatical sentences (sequencing)
Social-Emotional/ Executive Function Skills	Students will... <ul style="list-style-type: none">• develop cognitive flexibility necessary to recognize shared meaning across variable grammatical forms• develop meta-cognitive strategies useful for note-taking and writing summaries of literature• build confidence in reading comprehension through syntactic awareness• increase motivation for writing summaries of text

Icon Key



Audio



Download



English Learner



Quick Check



Settings



Video

Exercise Overview

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 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.

5 Content

Shows a short passage (1-3 sentences).

6 Answer Buttons

Present 4 sentences, one of which correctly paraphrases the passage.

7 Time

Shows Time Worked / Time Scheduled for the exercise.

8 Points

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

- Correct answers: 4 points for questions that count toward progress.
- Autoplay bonus: double the usual points if all answers in an autoplay set are answered correctly.

9 Level Progress

Displays the current level and percent complete of the level.

10 Current Streak

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

11 Highest Streak

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

Task

In Print Shop, the student reads a very short passage (1-3 sentences) and then reads 4 sentences related to the passage. The student must select the sentence that correctly paraphrases the passage.

Content

Print Shop targets 12 language structures commonly found in academic discourse and written English. The student works with 5 examples of each language structure at each level of difficulty, for a total of 180 questions.

Language Structure	Sample Sentence
Adverbs	The teacher talks quickly.
Adjectives	The small child made breakfast.
Nested Prepositional Phrases	The oak tree is growing by the stream in the woods.
Compound Sentences	The plant grew flowers, and the tree grew leaves.
Passive Voice	The creek was blocked by the beaver dam.
Conjoined Verb Phrases	My cat plays all night and sleeps all day.
Conjoined Noun Phrases	The small frog and the large fish swim in the pond.
Verb Phrase Ellipsis	The dog ran fast, and so did the horse.
Subject Relative Clause	The ball that is rolling fast knocked over the pins.
Object Relative Clause	The shelter is covering the plants that are dry.
Object Relative with Relativized Object	The child holds the shoe that the puppy wants.
Subject Relative Clause with Passive Voice	The lizard that was dropped by the crow ran under a rock.

Exercise Overview

Did you know?

Paraphrasing requires a student to re-formulate another person's ideas while maintaining the meaning of the original source. Accordingly, paraphrasing is an important metacognitive skill that students need to learn to understand the gist of a sentence as well as recognize alternate grammatical forms for expressing the same meaning. This skill increases comprehension and builds cognitive flexibility while also providing a bridge skill for written formulation. Paraphrasing can then be used to support students' written arguments when explaining or referring to literature. In general, paraphrasing written text can serve as a comprehension strategy used for developing notetaking skills, as well as recognizing the role of grammatical variation that retains the same meaning.

In Print Shop, students develop critical reading skills that can bridge to writing skills. The exercise provides many examples of how to say the same thing in different ways, as well as showing how small changes can completely change the meaning. The paraphrases target a variety of grammatical structures, hierarchically organized with higher level vocabulary and longer sentences as the students progress.

Progression

In Print Shop, students progress through 12 language structures three times, once at each level of difficulty. At each level, the exercise increases the following factors to make the task progressively more difficult:

- Vocabulary level
- Words per sentence
- Number of sentences per passage

	Vocabulary Level	Words per Sentence	Sentences per Passage
2nd Grade Vocabulary, Short Sentences	Grade 2	10	1-2
3rd Grade Vocabulary, Mid-length Sentences	Grade 3	12	1-2
4th Grade Vocabulary, Long Sentences	Grade 4	16	1-3

Print Shop presents one grammar structure at a time. To complete a structure, the student must answer all 5 questions correctly. If not, the student will revisit that structure again before advancing to the next level of difficulty.

Print Shop adapts to the student's performance and provides targeted interventions if the student is struggling.

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.



Level 1



Level 2



Level 3



Level 4




Level 5

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, Verb Phrase Ellipsis, is used if the student is struggling with that content. The intervention presents the correct answers from the last three incorrect questions, with the critical words (“and so did” or “and so does”) in bold. A short audio clip explains when and why a person might use verb phrase ellipses, and suggests looking out for other paraphrases that use this approach.

 All of these sentences use verb phrase ellipsis to show that two subjects are doing the same thing. Rather than repeating the verb phrase, the writer used the word “so” and a helping verb, as shown in bold...

Name

Print Shop

The coyote brought raspberry jam to the new neighbor, **and so did** the kangaroo.

The walrus visits the dentist, **and so does** the leopard.

The banker gives the paperboy a quarter, **and so does** the doctor.

5:00 / 10:00
TIME

72
POINTS

LEVEL 2 **11%** PROGRESS

3
CURRENT STREAK

9
HIGHEST STREAK

Facilitate and Encourage

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 paraphrasing or saying the same thing in a different way. To build student engagement, display a popular quote from a student preferred song, TV show, or movie. Ask the students to shorten, reword, and/or rewrite the quote. To complete the activity, say: Before we end the activity, is there anyone that would like to share or display their paraphrase? (Note that share and display is optional.) Consider extending this into a game where you track how many different ways the students can reword or rephrase the same sentence.

Demo

1. Say: Today, we're going to practice paraphrasing. Paraphrasing means to say the same thing in a different way. First we'll read some messages, then we'll choose the paraphrase that includes all of the same information in it. Together, we'll work on an exercise called Print Shop. I'll get us started, and then I'd like for you to try.
2. Project the "Introduction - English or Spanish demo" for Print Shop.
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.
 - Choose an answer.
 - Correct answer: a "ding" sound effect plays, the answer is highlighted.
 - Incorrect answer: a "thunk" sound effect plays, the correct answer is highlighted, 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 Print Shop 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.



Print Shop 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.

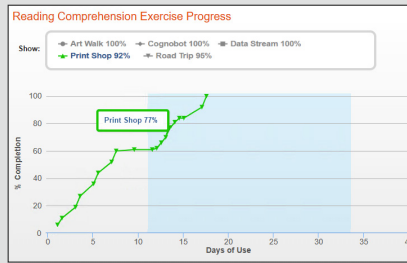
Monitor Student Progress

Review Print Shop 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 - Print Shop

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	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	5	5
2	06/22/2021	3	10	1	13	-	-	2	10
1	06/21/2021	-	-	-	-	3	33	2	21

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.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Print Shop Progress

Road Trip Progress

- Complete, advancement criteria met
- In progress: passed / total
- Not started

	Progress	Correct	Questions
2nd Grade Vocabulary, Short Sentences	✓	100%	60
3rd Grade Vocabulary, Mid-length Sentences	11/12	94%	50
4th Grade Vocabulary, Long Sentences		0%	0

Progress

For groups in progress, the report shows the number of language structures successfully completed out of the total in each group (12).

Percent Correct

Each group includes 12 structures, with 5 questions per structure. To make progress, students must correctly answer all 5 questions associated with a language structure.

Questions

Each language structure group includes a minimum of 60 questions.

What to look for... what it means

Has the student completed the minimum number of questions and most of the language structures (for example, 60 questions and more than 9 out of 12 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 closely.
- 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 language structures (for example, 60 questions and fewer than 6 structures)?

The student may be struggling with multiple 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 closely.
- If they are struggling with multiple language structures, consider providing instruction on those structures.

Is the number of completed language structures increasing?

The student has mastered some language structures and is making progress. Make sure the student remains focused and motivated. When a student reaches content that is difficult for them, their progress will slow and completing a level will require more questions.

Is the number of completed language 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 - Print Shop

Content the student is struggling with is indicated in red.

	Errors	Correct Questions
Adverbs Example: The teacher talks quickly.	25%	15
Passive Voice Example: The creek was blocked by the beaver dam.	20%	15
Comjoined Verb Phrases Example: My cat plays all night and sleeps all day.	60%	3 / 5
Object Relative with Reinitialized Object	20%	15

Are specific language structures highlighted in red?

Consider providing the student with instruction on the specific language structures with which they are struggling.

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](#)

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 Print Shop 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 Print Shop.



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 struggling with retelling after reading a short paragraph or passage?

- Provide students with multiple opportunities to practice and respond to short passages. A short passage is typically 3 to 5 sentences.
- After the student reads the passage, have them tell you 1 key detail they remember. When the student is fluent in naming 1 key detail across a few short passages, ask them to tell you 2 and then 3 respectively.
- If the student is still struggling with a short passage, consider having them read 1 sentence and state 1 detail.

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.



ROAD TRIP

Teacher Manual

Goals/Objectives

English Language Arts Standard(s)	Students will develop reading comprehension skills by selecting the right word to complete a sentence.
Comprehension Skills	Students will... <ul style="list-style-type: none">• read texts independently, with minimal to no assistance (independent reading)• 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)• relate speech sounds to specific letters (phonics), along with the ability to apply knowledge of letter-sound relationships to the process of sounding out and reading words (decoding)• 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">• hold incomplete sentences in working memory while recalling vocabulary and grammatical structures from long-term memory (memory)• selectively attend to semantic and grammatical features of words (attention)• use linguistic processing to identify written words (processing)• use word order to identify grammatical roles of missing words (sequencing)
Social-Emotional/ Executive Function Skills	Students will... <ul style="list-style-type: none">• utilize the metacognitive strategy of identifying root words and their appropriate prefixes or suffixes based on contextual information in a sentence• inhibit impulsive word choices by attending to specific spelling differences between homophones and commonly misspelled words• increase confidence in selection of high level vocabulary in sentence construction• enhance motivation to understand root words and meanings of prefixes and suffixes

Icon Key



Audio



Download



English Learner



Quick Check



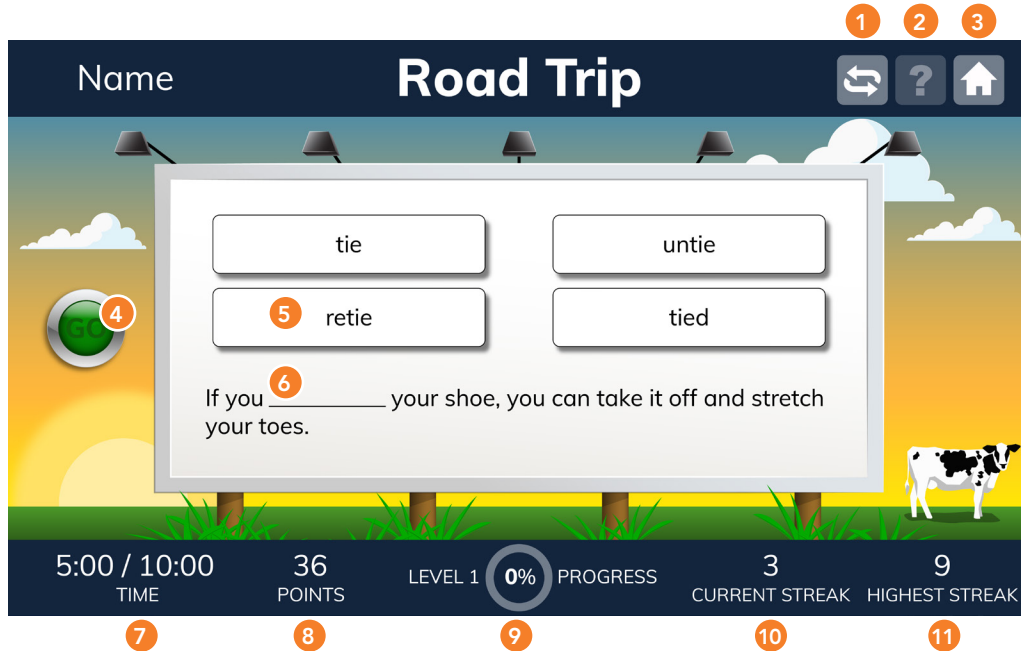
Settings



Video

Exercise Overview

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 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.

5 Answer Buttons

Show possible words to complete the sentence.

6 Incomplete Sentence

Shows a sentence that the student must complete.

7 Time

Shows Time Worked / Time Scheduled for the exercise.

8 Points

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

- Correct answers: 4 points for each question.
- Autoplay bonus: double the usual points if all answers in an autoplay set are answered correctly.

9 Level Progress

Displays the current level and percent complete of the level.

10 Current Streak

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

11 Highest Streak

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

Task

Road Trip presents a written sentence with a single word missing, and shows 4 written words above the sentence. The student must choose the correct word to complete the sentence.

Content

Road Trip presents groups of words that focus on important linguistic and orthographic dimensions. In each group, the alternative answers challenge students in the relevant dimension. For example, alternate answers in the Basic Words and Academic Words groups have clear semantic differences from the correct answers (kitten and cookie; vaccine and vacuum), while the alternate answers for Compound Words and Prefixes groups may share a component word or morpheme, or have a similar spelling as the correct answer (retie and untie).

The student works on each word group across multiple grade levels.

Word Group 1: Basic Words

Kindergarten Vocabulary		1st Grade Vocabulary		2nd Grade Vocabulary		3rd Grade Vocabulary	
above	holiday	bulldozer	secret	alfalfa	parade	absolute	mussel
always	kitten	caterpillar	shiver	beige	period	acre	occasion
apple	koala	fearful	skinny	blackberry	proud	alfalfa	opinion
because	larger	freckles	speak	business	puff	appeal	opossum
before	lend	hamster	squirrels	character	quart	applesauce	paced
begin	making	leopard	station	chrome	refrigerator	arctic	pleasant
better	panda	maybe	studies	cider	remove	avocado	poison
brown	rule	must	stutter	closet	smooth	beagle	polar
bunny	summer	necessary	subtract	collie	spinach	cardinal	porch
came	talking	nervous	surprised	colorful	spool	catnip	stumps
camel	these	nobody	terrible	flat	spread	cattle	style
cookie	tractor	officer	tonight	flour	stomach	central	tangle
crayon	tummy	older	walked	fright	tryout	chapter	twirls
easy		paste	without	govern	vacation	charm	unlimited
egg		paying	young	handle	yank	civil	weakness
eight		peacock		harbor		concern	
every		pelican		hasty		conduct	
feeling		policeman		hungry		connect	
find		porpoise		jellyfish		crawfish	
fireman		promise		ladder		curb	
game		rather		lemon		current	
garden		ready		length		honest	
girl		rectangle		movement		increase	
gladly		rubber		narrow		manufactures	
hello		sawmill		outstanding		moisture	

Exercise Overview

Word Group 2: Compound Words

2nd Grade Vocabulary	3rd Grade Vocabulary	4th Grade Vocabulary	5th Grade Vocabulary
blacktop breakfast campfire doorbell fireflies handlebar jellyfish popcorn postcard uphill	billboard blackboard blackout bookworm buttercup crossroad cupboard doghouse doughnut downtown football footstep gentlemen greenhouse headphones headquarters housekeeper housework midnight nightgown nightlight overnight peanut policemen railroad rainbows raindrops scrapbook screwdriver skyrocket skyscraper snowboard snowman snowstorm sundown surfboard teacup watermelon	backpack backwoods backyard bareback beanbags clothespin eyeballs eyeglasses fingernails fingerprints frostbite girlfriend highway jellybeans moonbeam moonlight outlaws overlook overseas peppermint pigtail pincushion redwood runway slipcover snakebite tablecloths tablespoons tiptoe toenail undercover underground undershirt underwear wholesale woodpecker	backfire breadbox broadcast broadcloth cakewalk clambake clamshell cornmeal downhearted downstairs earthenware fingernails fingerprints firecrackers fruitcake glowworms gooseberry gooseneck headstone homespun homework hotcake hothouse landfill landslide mainland mealworms milestone oatmeal overflow overtake shipshape shipwreck toolbox uphill upright warehouse wormholes

Exercise Overview

Word Group 3: Prefixes

2nd Grade Vocabulary		3rd Grade Vocabulary		4th Grade Vocabulary	5th Grade Vocabulary	
agreeing	unpaid	aboard	reappear	ability	disappoint	informal
destroy	unreal	afire	recall	able	disbelief	injury
disagree	untie	apart	record	adept	dishearten	inland
disk	until	appeared	remove	discontinued	disintegrate	interior
does	unzip	appearing	treated	enabled	encircled	misfortune
doing	writer	ashore	treating	enclose	encoded	mislead
done	writes	atop	treats	encountered	enforce	mistreat
really	written	comfortable	uncomfortable	encouraged	enforced	misuse
record		comforting	unhappy	explored	engraved	precaution
redo		comforts	unlimited	income	enlarge	preface
refrigerator		disappear	unpaid	renew	entitle	prefer
repay		exact	until	review	envelope	prehistoric
retie		example	unusual	unable	exiled	reacted
return		exit			expanded	removed
rewrite		explode			exported	restored
tie		included			extinguished	reversed
tied		increased			incline	unable
undo		independent			induce	uncomfortable
unfit		interrupted			infant	undoubtedly
unhappy		mistreat			infinite	unidentified

Word Group 4: Homophones

2nd Grade Vocabulary		3rd Grade Vocabulary		4th Grade Vocabulary		5th Grade Vocabulary	
blew	way	bare	paws	air	inn	disappoint	informal
blue	weigh	bear	scent	allowed	oar	disbelief	injury
eye	won	berry	shone	aloud	ore	dishearten	inland
feat	yew	blew	shown	altar	pair	disintegrate	interior
feet	you	blue	side	alter	pear	encircled	misfortune
for		bury	sighed	beach	pray	encoded	mislead
four		cent	steal	beech	prey	enforce	mistreat
hear		find	steel	chili	reign	enforced	misuse
heard		fined	tail	chilly	rein	engraved	precaution
herd		groan	tale	coarse	steal	enlarge	preface
here		grown	throne	course	steel	entitle	prefer
I		guessed	thrown	creak		envelope	prehistoric
knight		guest	weak	creek		exiled	reacted
night		hair	week	err		expanded	removed
one		hare	who's	grate		exported	restored
sea		heal	whose	great		extinguished	reversed
see		he'll		he'd		incline	unable
to		made		heed		induce	uncomfortable
too		maid		heir		infant	undoubtedly
two		pause		in		infinite	unidentified

Exercise Overview

Word Group 5: Near Misses

2nd Grade Vocabulary		3rd Grade Vocabulary		4th Grade Vocabulary		5th Grade Vocabulary	
all ready	or	accept	loss	accept	reflection	accent	precede
all right	our	acre	lost	accepted	register	affected	proceed
alligator	out	active	scented	adapt	republic	amber	recent
almost	owl	actual	seized	adapted	request	ancestor	reduce
alone	own	ceased	spared	adept	respectable	angel	reform
along	ox	chance	spent	admitted	respectably	angle	region
already	picture	cheap	spoke	adopt	respectful	ascent	release
alright	pillbox	cheer		adopted	respectfully	asphalt	resent
always	pint	cheese		adore	respective	assert	suspect
appear	pitch	effect		affect	respectively	command	suspected
badger	pitcher	egret		amuse	responsible	commend	suspend
batch	pity	equal		anchor	responsibly	committee	sustain
bathe	plaster	erase		angel	thorough	commodity	
breath	plastic	exact		anger	though	confident	
breathe	quail	except		angle	thought	confidential	
brook	quarrel	familiar		antler	thread	cooperation	
dairy	quart	fancy		anxious	thrill	corporation	
dandy	queen	farther		leaps	throne	correspond	
danger	quest	father		least	through	corridor	
decide	quick	fatter		lend	throughout	costume	
desert	quiet	finally		lest		custom	
dessert	quit	finely		lettuce		effected	
destroy	quite	friendly		list		emigrated	
dresser	than	funnel		loan		envelop	
lacking	that	further		lost		envelope	
lay	then	ladder		merchant		excess	
laying	thin	later		mercy		execute	
leading	up	latter		military		expect	
less	us	lay		minister		expected	
let	use	less		mirror		imitate	
lie	used	lest		misery		imitated	
lift	useful	lie		modesty		immigrated	
lying	useless	limit		modifying		incredible	
oat	yeah	litter		moral		incredulous	
of	year	loose		morality		interstate	
off	you	looser		mortal		interview	
oil	your	lose		mortality		intestine	
						intimate	
						intimated	
						introduce	
						invade	
						investigate	

Exercise Overview

Word Group 6: Academic Words

4th Grade Vocabulary		5th Grade Vocabulary		6th Grade Vocabulary		7th Grade Vocabulary	
column	product	contains	information	accessory	pastime	acceleration	herbaceous
compound	region	delay	material	adjective	ponder	agar	herbivores
distance	repeated	demand	molecules	aristocrat	poultry	algae	homeostasis
divide	represent	deny	numeral	assertive	radiant	allergy	hypothesis
divided	section	design	rhythm	asteroid	random	alloy	immigrated
especially	similar	details	sensation	autograph	ravenous	amplification	immunity
exciting	solve	determine	sentiment	bachelor	strenuous	credit	incubate
experience	stretched	determines	solemn	barrier	syllables	crisis	indicated
flatter	suspicion	develop	solution	beverage	symphonies	deceleration	induced
fractions	various	developed	symbols	biography	symptoms	distillation	inflammation
halt	vision	difficult	temperature	biosphere	tripod	eclipsed	invertebrate
indicate		disbelief	unit	bouquet	tripods	elevated	invested
indicated		dominate	unites	bout	trophy	eroded	sloped
melody		dynamic	units	cartridge	tropic	evaporated	solar
oxygen		esteem	unity	emigrant	trough	excise	sonar
oyster		excess	upper	minimum		exile	static
particular		express		naturalist		geology	vaccine
planet		extinct		paragraph		glacier	vacuum
probably		factors		paralyze		gravity	ventricle
process		industry		passport		guarantee	virus

Did you know?

Learners use a variety of cognitive strategies during reading in order to analyze a text and work out meanings of new or unfamiliar vocabulary. These may include predicting meaning based on sentence context, identifying and analyzing of root words and their prefixes and suffixes, and using grammar rules to aid in deriving meaning from text. Learners also use metacognitive strategies to self-evaluate and monitor their learning process. By using these strategies, a reader develops an interest in learning new vocabulary, and confidence in the ability to use reading to learn.

Road Trip includes sentence completion exercises that develop these analytic cognitive and metacognitive self-monitoring skills. These skills are practiced through sentence comprehension activities that include words with multiple meanings, commonly misspelled or misused words, and words with common roots and affixes derived from Greek and Latin that the student can learned/used to determine meaning.

Exercise Overview

Progression

Road Trip varies two factions to make the task progressively more difficult:

- Vocabulary grade level
- Word group

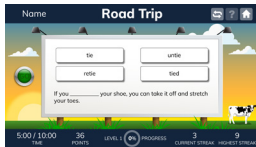
	Word Group	Grade Level	Questions
K - 3rd Grade Vocabulary	Basic Words	Kindergarten	10
		Grade 1	10
		Grade 2	10
		Grade 3	10
2nd - 5th Grade Vocabulary	Compound Words	Grade 2	10
		Grade 3	10
		Grade 4	10
		Grade 5	10
	Prefixes	Grade 2	10
		Grade 3	10
		Grade 4	10
		Grade 5	10
	Homophones	Grade 2	10
		Grade 3	10
		Grade 4	10
		Grade 5	10
Near Misses	Grade 2	38	
	Grade 3	24	
	Grade 4	28	
	Grade 5	20	
4th - 7th Grade Vocabulary	Academic Words	Grade 4	10
		Grade 5	10
		Grade 6	10
		Grade 7	10

Students work on all six word groups in order. For example, students begin with Basic Words / Kindergarten vocabulary, then progress to Compound Words / 2nd grade vocabulary, and so on. To complete a word group at a given grade level, students must answer 90% of the questions correctly. While working on the exercise, the student may repeat some groups in a grade level, while beginning a new group in another grade level.

Road Trip adapts to the student's performance and provides targeted interventions if the student is struggling.

Motivational Levels

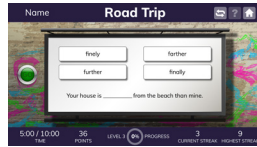
After each 20% of progress through the exercise, students “level up” and the screen changes slightly. These motivational levels are not connected to specific content.



Level 1



Level 2



Level 3



Level 4



Level 5

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 Elimination Process, provides specific instruction on how to approach the content with which the student is struggling. It shows the student an incomplete sentence, and guides the student through eliminating 3 of the 4 possible answers, step by step.

If you are not sure which word is correct, use the process of elimination to reject the incorrect ones. In this example, we can reject the words "chalkboard" and "chalkboards" because those are things you see in a classroom, not on a road trip...

Name _____ **Road Trip**

chalkboard billboards

billboard chalkboards

On a summer road trip, you can see many _____.

5:00 / 10:00 45 LEVEL 1 62% PROGRESS 3 9
TIME POINTS CURRENT STREAK HIGHEST STREAK

Facilitate and Encourage

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 choosing the word that completes the sentence. To build student engagement, display a sentence that is based on content the students already understand. Read the sentence on the board and then display three word options as the response options to complete the sentence. Say: **What word completes the sentence? Write that word on your card. When I say, “go”, hold your answer card up.** After looking at all of the students’ answers, state and write the correct word in the sentence.

Demo

1. Say: Today, we’re going to practice completing sentences by choosing the best word to fill in the blank. Together, we’ll work on an exercise called Road Trip. I’ll get us started, and then I’d like for you to try.
2. Project the “Introduction – English or Spanish demo” for Road Trip.
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.
 - 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 (left to right, top to bottom) = Number keys 1-4

Direct students to log in and work individually on the Road Trip 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.



Road Trip 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.

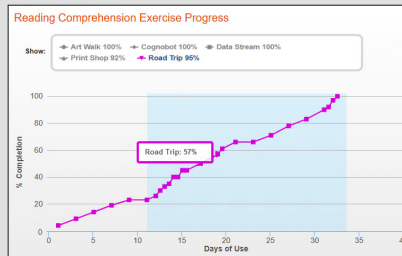
Monitor Student Progress

Review Road Trip 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 - Road Trip

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	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	1	53
3	06/23/2021	1	5	-	-	2	7	-	-	5	5
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.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Road Trip Progress

Road Trip Progress

- Complete, advancement criteria met
- In progress: passed / total
- Not started

	Progress	Correct	Questions
K-3rd Grade Vocabulary			
Basic	3/4	100%	30
2nd-5th Grade Vocabulary			
Compound Words	3/4	100%	30
Prefixes	2/4	70%	40
Homophones	2/4	80%	40
Near Misses	2/4	70%	40
4th- 7th Grade Vocabulary			
Academic	1/4	50%	40

Progress

For groups in progress, the report shows the number of grade levels successfully completed out of the 4 available for each word group. For example, in the Compound Words group, students work on 2nd - 5th grade level content.

Percent Correct

Each word group is presented across 4 grade levels. To make progress, the student must answer 90% of the questions in a grade level correctly.

Questions

Each word group includes a minimum of 40 questions, except for the Near Misses group, which has a minimum of 110 questions.

What to look for... what it means

Is the number of completed grade levels in a word group increasing?

The student has mastered some of the vocabulary in this word group and is making progress.

Is the number of completed grade levels for a word group remaining constant?

The student has not mastered additional vocabulary. Remind them to listen carefully and observe the corrective feedback before moving on to the next question. Check the Errors section of this report to help you determine where the student needs additional support.

PROGRESS: Errors - Road Trip

Content the student is struggling with is indicated in red.

	Errors	Errors / Questions
Basic Words		
Kindergarten	10%	1 / 10
1st Grade	15%	3 / 20
Compound Words		
2nd Grade	25%	6 / 20
Prefixes		
2nd Grade	15%	3 / 20

Are specific word groups highlighted in red?

Consider providing the student with instruction on the specific vocabulary with which they are struggling.

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](#)

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 Road Trip 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 Road Trip.



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 struggling to identify words to complete a sentence?

- Provide additional practice with the fill-in-the-blank activity using a paired word bank or response options, guided writing prompts, and guided notes.
- Provide additional practice and support with acquisition of vocabulary.
- Utilize sentence starters at the beginning of writing tasks.
- Allow the student to access a word log related to the task during writing activities.
- Model and practice writing and complete sentences with the student.

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.