



# PRINT SHOP

## Teacher Manual

### Contents

<b>Goals/Objectives</b>	<b>2</b>
<b>Exercise Overview</b>	<b>3</b>
Exercise Screen	3
Task	4
Content	4
Targeted Practice	6
<b>Facilitate and Encourage</b>	<b>7</b>
Introduce: Engage and Demo	7
Monitor Student Progress	8
Adjust Instruction/Intervene	10
Differentiation Activities	10
Student Resources	12

# Goals/Objectives

<b>English Language Arts Standard(s)</b>	Students will develop reading comprehension skills by selecting the correct paraphrase of a narrative text.
<b>Comprehension Skills</b>	Students will... <ul style="list-style-type: none"><li>• read texts independently, with minimal to no assistance (independent reading)</li><li>• identify key ideas and supporting details to paraphrase a text (key ideas &amp; details)</li><li>• recognize whether they understand what they are reading, and if necessary, take steps to repair their comprehension before continuing to read (monitoring comprehension)</li></ul>
<b>Language/Reading Skills</b>	Students will... <ul style="list-style-type: none"><li>• 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)</li><li>• read texts with accuracy, appropriate rate, and expression to support comprehension (fluency)</li><li>• recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure &amp; knowledge)</li></ul>
<b>Cognitive Skills</b>	Students will... <ul style="list-style-type: none"><li>• use working memory to keep track of available words and phrases while identifying alternate phrasing (memory)</li><li>• selectively attend to grammatical features of words and phrases to help identify the correct paraphrase (attention)</li><li>• use language processing skills to identify the key components and details of phrases and sentences (processing)</li><li>• manipulate word order to paraphrase a variety of grammatical sentences (sequencing)</li></ul>
<b>Social-Emotional/ Executive Function Skills</b>	Students will... <ul style="list-style-type: none"><li>• develop cognitive flexibility necessary to recognize shared meaning across variable grammatical forms</li><li>• develop meta-cognitive strategies useful for note-taking and writing summaries of literature</li><li>• build confidence in reading comprehension through syntactic awareness</li><li>• increase motivation for writing summaries of text</li></ul>

## Icon Key



Audio



Download



English Learner



Quick Check

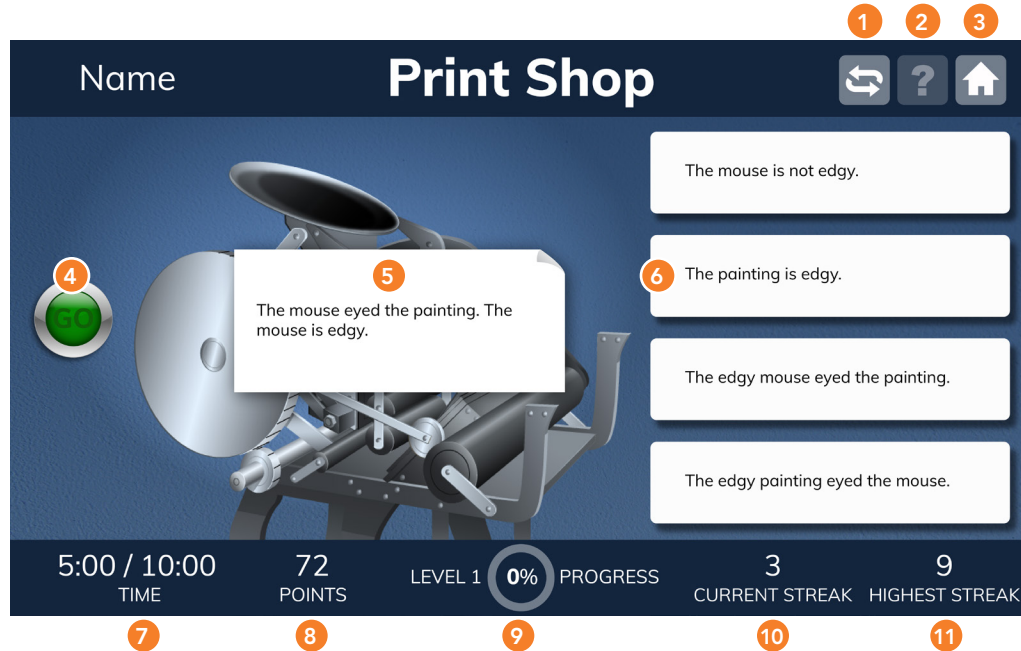


Settings



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 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.

# Exercise Overview

## 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.

## 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

	<b>Vocabulary Level</b>	<b>Words per Sentence</b>	<b>Sentences per Passage</b>
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.

# 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, 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    72    LEVEL 2    11%    3    9  
TIME    POINTS    PROGRESS    CURRENT STREAK    HIGHEST STREAK

## Introduce

### Engage

To introduce the exercise to your students, say: Today, we are going to focus on reading comprehension. Reading comprehension means that you can understand what is being read or what you are reading. We are going to work on this by 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.



# Facilitate and Encourage

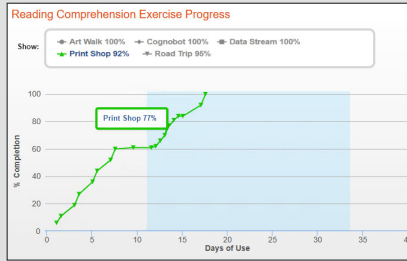
## Monitor Student Progress

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	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 - 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	Total Questions
Adverbs Example: The teacher talks quickly.	20%	15
Passive Voice Example: The creek was blocked by the beaver dam.	20%	15
Conjoined Verb Phrases Example: My cat plays all night and sleeps all day.	60%	3 / 5
Object Relative with Restriposed 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](#)

# 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 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.

# Facilitate and Encourage

## 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.