



ROAD TRIP

Teacher Manual

Contents

<u>Goals/Objectives</u>	2
<u>Exercise Overview</u>	3
<u>Exercise Screen</u>	3
<u>Task</u>	4
<u>Content</u>	4
<u>Targeted Practice</u>	10
<u>Facilitate and Encourage</u>	11
<u>Introduce: Engage and Demo</u>	11
<u>Monitor Student Progress</u>	12
<u>Adjust Instruction/Intervene</u>	14
<u>Differentiation Activities</u>	14
<u>Student Resources</u>	16

Goals/Objectives

English Language Arts Standard(s)	<p>Students will develop reading comprehension skills by selecting the right word to complete a sentence.</p>
Comprehension Skills	<p>Students will...</p> <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	<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) • 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	<p>Students will...</p> <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	<p>Students will...</p> <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

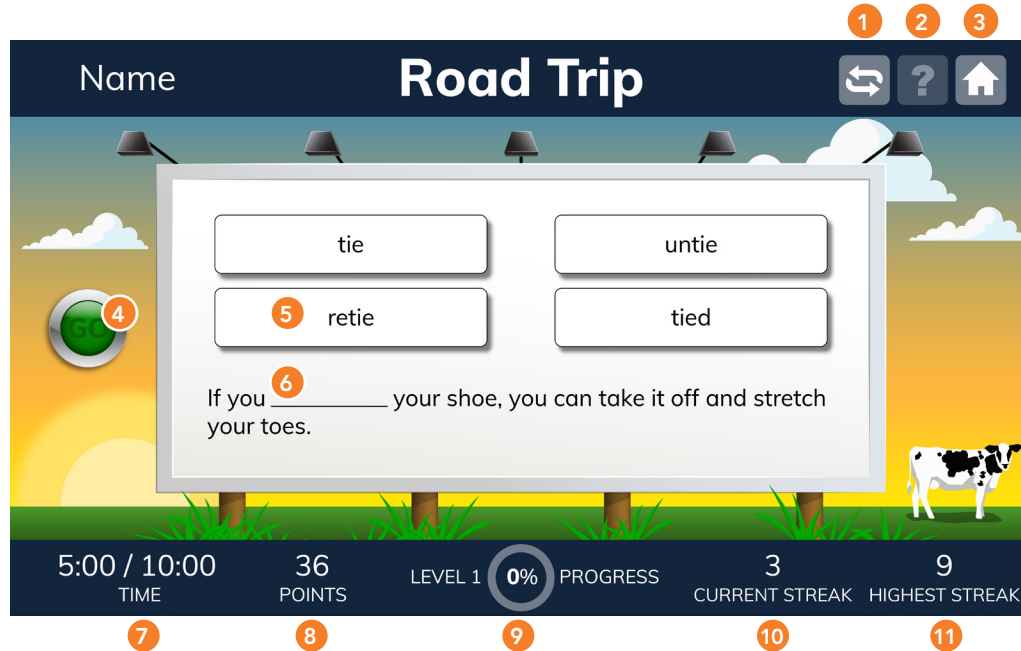


Settings



Video

Exercise 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.

Exercise Overview

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	rein	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		effect	
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.

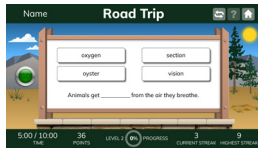
Exercise Overview

Motivational Levels

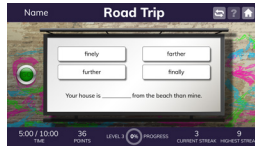
After each 20% of progress through the exercise, students “level up” and the screen changes slightly. These motivational levels are not connected to specific content.



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 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...

The screenshot shows the 'Road Trip' interface at Level 5. A large white box with a drop shadow is overlaid on the screen. It contains four word options in rounded rectangular buttons: 'chalkboard', 'billboards', 'billboard', and 'chalkboards'. Below the options is the text prompt: "On a summer road trip, you can see many _____." The background shows a sunset, a cow, and a road. At the bottom, a dark blue bar displays game statistics: "5:00 / 10:00 TIME", "45 POINTS", "LEVEL 1 62% PROGRESS", "3 CURRENT STREAK", and "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 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.

Facilitate and Encourage

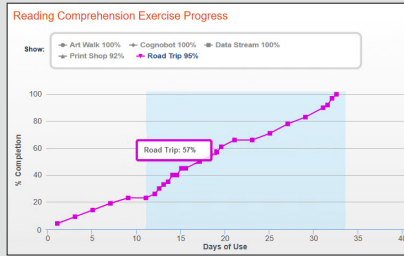
Monitor Student Progress

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

Road Trip	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.

Road Trip	Errors	Errors / Questions
Basic Words		
Kindergarten	10%	1 / 10
1st Grade	10%	3 / 20
Compound Words		
2nd Grade	25%	5 / 20
Prefixes		
2nd Grade	10%	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](#)

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 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.

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.