READING LEVEL 3
Teacher Manual

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Contents
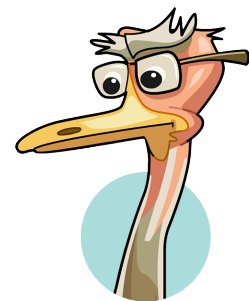
BOOK MONKEYS
Teacher Manual

Goals/Objectives

English Language Arts Standard	Students will build reading comprehension skills by answering questions that address literal meaning, cause and effect relationships, and inferential comprehension in fiction and nonfiction passages.
Language/ Reading Skills	Students will... • 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) • 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)
Reading Comprehension Skills	Students will… • distinguish key ideas from supporting details; summarize the text (key ideas and details) • 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)
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 (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 ability to draw inferences based on personal knowledge and experience • build social awareness through interpretation of character representations

Icon Key

Audio	Download	English Learner	Quick Check	Settings	Video

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Exercise Screen

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

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

3 Points
Shows total points awarded across all of today's sessions.
- Correct answers: 12 points on the first attempt, 6 points on the second attempt, 3 points on the third attempt.
- Bonus points: 40 points after 10 answers correct on the first attempt.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

4 Go Button
Presents a written paragraph.

5 Answer Buttons (Index cards)
Presents possible answers on index cards held by the young monkeys. The student must choose the card that displays the correct answer to the question.

6 Done Reading Button
Hides the current paragraph and presents a question about that paragraph.

Task

In Book Monkeys, the student independently reads fiction and nonfiction paragraphs, and then answers multiple-choice questions that tap into literal, Inferential, and causative comprehension.

Content

Progression

Students progress through increasingly difficult paragraphs and questions. Across three levels, the reading level varies through changes in vocabulary level and sentence length, while the difficulty of the questions varies in terms of how difficult it is to rule out the alternate answers. Increasing difficulty increases the attentional and memory demands of the task.

Question Type	Question Description	Example
Literal	True or False	Which of the following is a true statement about the paragraph?
Causative	Cause and Effect	Why did Mike get up early?
Inferential	Title	Which of the following would be the best title for this paragraph?
	Next	Which of the following is most likely to be the next line?
	Word	Which is the meaning of "scene" as used in this paragraph?
	Pronoun	Who does "he" refer to in this paragraph?
	Main idea	This story is mostly about...

Did you know?

Reading comprehension involves creating a mental model of a text in working memory. When progressing through a text, the reader must continuously revise their mental model. This involves connecting information from different parts of the text, and connecting information from the text with the reader's own background knowledge. Sometimes, the text explicitly guides the reader to make connections, for example, providing signal words such as *because*, *next*, or *therefore*. At other times, the reader must draw inferences, such as inferring the motives behind a character's actions.

Most students need explicit instruction and practice in making both literal and inferential connections. Students who are learning English as a second language and those with spoken language limitations require more extensive practice with these skills. Researchers have found that reading a story with scripted inferencing questions not only improved students' comprehension for that story, it led the students to make more inferences during the shared reading of a second story (without scripted inferencing questions).[1] Research also supports the effectiveness of inference instruction for supporting English learners with reading comprehension difficulties.[2]

1. de Koning, B. B., Wassenburg, S. I., Ganushchak, L. Y., Krijnen, E., & van Steensel, R. (2020). Inferencing questions embedded in a children's book help children make more inferences. *First Language, 40*(2), 172-191.

2. Hall, C., Vaughn, S., Barnes, M. A., Stewart, A. A., Austin, C. R., & Roberts, G. (2020). The effects of inference instruction on the reading comprehension of English learners with reading comprehension difficulties. *Remedial and Special Education, 41*(5), 259-270.

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Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to answer questions after reading a short passage. Display a short passage that will catch the students' attention. Consider choosing a topic that is funny, chosen by the class, or even based on a favorite film. After reading the passage, display one statement that is true and one statement that is false. Read each statement aloud. Ask: Which sentence is true and which sentence is false? Point to one sentence and say, "Thumbs up" if this sentence is a fact. Under the statement, write a T for each student that held their thumbs up. Point to the other statement and say: "Thumbs up" if this statement is a fact. After each response is collected, reveal which statement is true and which statement is false. Repeat for up to 3 pairs of true/false statements.

Demo

1. Say: Today, we're going to practice reading a paragraph and then answering questions about what we just read. Together, we'll work on an exercise called Book Monkeys. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Book Monkeys.

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

   • Read the paragraph and question with your students.

   • Review the possible answers. Explain which one is the best match and how you ruled out the other options.

   • Click the correct answer.

4. Keyboard shortcuts:

   • Go button = Space bar

   • Done Reading button = Space bar

   • Possible answers (top to bottom) = Number keys 1 - 4

Direct students to log in and work individually on the Book Monkeys 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.

Book Monkeys 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.
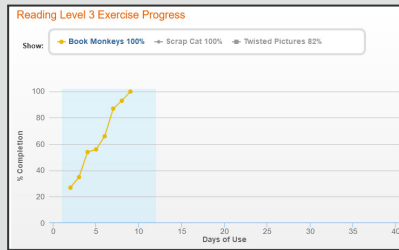
Monitor Student Progress

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

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

PROGRESS: Reading Level 3 Exercise Progress - Book Monkeys

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

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Are many days highlighted in red?

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

Is the student answering fewer questions than usual?

They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task.
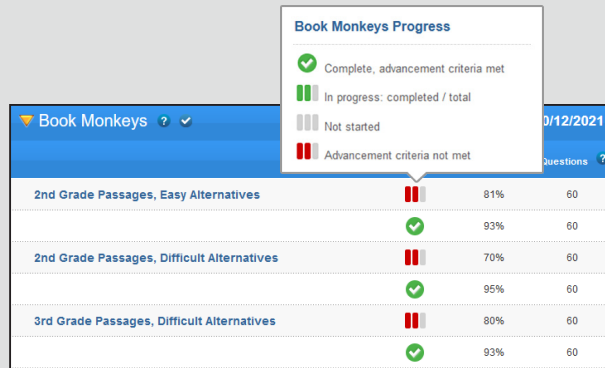
Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Book Monkeys

Book Monkeys Progress

- ✅ Complete, advancement criteria met
- ▮▮▮ In progress: completed / total
- ▯▯▯ Not started
- ▮▮ Advancement criteria not met

		0/12/2021
		Questions ?
2nd Grade Passages, Easy Alternatives	▮▮ 81%	60
	✅ 93%	60
2nd Grade Passages, Difficult Alternatives	▮▮▮ 70%	60
	✅ 95%	60
3rd Grade Passages, Difficult Alternatives	▮▮ 80%	60
	✅ 93%	60

Percent Correct

To make progress, students must correctly answer 90% of the questions in a group.

Questions

There are 60 questions in each group: 10 passages with 6 questions per passage.

What to look for... what it means

Are there red bars under Progress?

To pass a group, the student must correctly answer 90% of the 60 questions (at least 54). Red bars indicate that the student did not pass the group and will repeat the content. Make sure that the student remains focused and motivated.

Is Correct below 60%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

When a level is repeated, does Correct increase?

The student has correctly answered more questions at this level and is making progress.

When a level is repeated, does Correct decrease?

The student may be losing focus. Remind them to think about the corrective feedback to better understand why their answer was wrong before moving on to the next question. Check the Errors section of this report to determine where the student needs additional support.

Has the student answered too many questions without passing?

Typically, students will pass a group within the first three attempts. A student who has not passed a group within 3 attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 3 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 Book Monkeys 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 Book Monkeys.

☑ Does the student understand the exercise goal/task?

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

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 3 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

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☑ Is the student on task and engaged with the activity?

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

- Adjust the pacing or duration of instruction.

- Provide built-in breaks and 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 phrases or sentences that the student doesn't know?

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

Facilitate and Encourage

☑ **Is the student demonstrating difficulty with remembering what they have read, in order to answer comprehension questions later?**

- Provide a printed copy of the Book Monkeys Question Guide, and practice the strategy of asking and answering these kinds of questions as you read.
- Review the questions together, then read a very short story aloud, while your students follow along. Periodically stop and model asking yourself one of the questions then finding the answer in the text.
- Ask your students to respond to the passage, prompting them with questions like these:
  - What are they doing?
  - Who is the main character?
  - How does the character feel?
  - Why does the character feel that way?
  - What happened first? What happened last?
  - What does the word _____ mean? How do you know?
- Discuss how the strategy worked for them. Did it help them to remember important ideas from the story?

☑ **Is the student struggling to answer cause and effect, inferencing, main idea, sequencing, or true/false questions?**

Pair the relevant Book Monkeys Worksheet (in Student & Teacher Resources) with this intervention.

- Select a fiction or nonfiction text.
  - If the student is completing this exercise independently, provide a passage according to their independent reading level.
  - If the student is completing this exercise with an instructor, provide a passage according to their independent or instructional reading level.
- Add up to 5 questions about the selected text to the worksheet.
  - The first two example questions are meant as a guide and may be revised or replaced to better match the selected text.
- Have the student read the text (or listen to you and read along).
- Have the student answer the questions in the worksheet.

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Adjust Instruction/Intervene

Student Resources

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

⬇ Book Monkeys Question Guide and/or Worksheets in <u>Student & Teacher Resources</u>

⬇ Reading Level 3 Completion Chart in <u>Student & Teacher Resources</u>

Students can self-monitor their progress in each Reading Level 3 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

CHICKEN DOG
Teacher Manual

English Language Arts Standard	Students will build spelling and phonics skills by selecting the correct letters to complete the spellings of spoken words.
Language/ Reading Skills	Students will... • understand and recall the order of sounds and words (auditory sequencing) • identify spoken words and distinguish between similar sounding words (auditory word recognition) • recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological awareness) • relate speech sounds to specific letters and apply that knowledge to the process of sounding out and reading words (phonics) • apply knowledge of letter-sound mappings, spelling rules and patterns, and irregular spellings to create a visual representation of a word (spelling)
Cognitive Skills	Students will… • hold a word in working memory while recalling letter-sound associations from long-term memory (memory) • focus on sounds within words and the letters that represent those sounds, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret and integrate auditory and visual information to identify the missing letters within partially spelled words (processing) • use positional cues to identify missing letters (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • be motivated to write longer and more complex sentences and paragraphs as spelling becomes more automatic and less effortful • be confident in their ability to write on demand for homework assignments and during tests • be able to more fluently express thoughts and emotions in writing as one method of emotional self-regulation

Icon Key

🔊 Audio	⬇ Download	EL English Learner	✓ Quick Check	⚙ Settings	▶ Video

Exercise Screen

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

2 Time
Bar fills in from left to right, counting up the time completed in the exercise.

3 Progress Indicator
One square on this sign lights up for each 10% of the exercise the student completes.

4 Current Streak (Hot Dog Picture)
Above the cash register/scoreboard, a picture of a hot dog appears in three sections to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

5 Points
Shows total points awarded across all of today's sessions.

- Correct answers: 5 points
- High score: Animates when the student surpasses the highest score ever achieved in one session

6 Answer Buttons (Condiment Bottles)
The options for the missing letter or letters are presented on 5 condiment bottles. The student must click on the correct bottle to correctly spell a word.

7 Go Button
Clicking the hot dog vendor's cash register starts a question. A word is spoken, a partially spelled word appears on the bun of the hot dog being served, and the missing letter or letters appear on one of the condiment bottles. When a partially spelled word is displayed, students can click the Go button again to hear the word again.

8 Number of Streaks (Bird Seed and Eggs)
The hot dog vendor gets a birdseed "tip" in her tipjar after the student makes each 3-in-a-row streak. After 4 streaks, she eats the seed and launches an egg to the nest on the building next door (up to 14 eggs).

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Task

In Chicken Dog, the student helps the hot dog vendor by listening to words and selecting the correct letters to complete partial spellings of those words. Periodically, the student will have the opportunity to complete a one-minute "speed round" where they can earn extra points as they rapidly review words they have previously learned.

Content

Progression

In Chicken Dog, the student answers 600 spelling questions that focus on a variety of spelling patterns:
- Initial consonants
  - Simple Singles: b, d, f, h, l, m, n, p, r, s, t, v, w, y, z
  - Digraphs and Silent Letters: ch, sh, th, wh, ph, wr, kn
  - Two Letter Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sp, st, sw
  - Three Letter Blends: scr, spr, spl, str, squ, shr, thr
  - Special Cases: c, k, qu, g, j
- Final consonants
  - Simple Singles: b, d, g, m, n, p, t
  - Doubles: zz, ff, ll, ss
  - Two Letter Blends: mp, nd, ft, lt, nt, lf, st, nk, ng
  - Digraphs and Silent Letters: ck, lk
  - Special Cases: s, x
- Medial consonants
  - Singles: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, z
  - Digraphs and Silent Letters: ch, ck, dg, gh, lk, sh, th, ph
  - Two Letter Blends: bl, cr, mp, nc, nd, nt, rm, rs, rt, st
  - Three Letter Blends: btr, bst, ctr, rtm, ldr, ncl, ncr, nds, ngr, ntr, rnm, rtr, spl str, tst, xpl
  - Doubles: cc, dd, ff, gg, ll, mm, nn, pp, ss, tt
- Vowels
  - Short: a, e, i, o, u
  - Long with Silent E: a_e, e_e, i_e, o_e, u_e
  - R-Controlled: ar, er, ir, or, ur
  - Diphthongs: , ew, ou, ow, oi, oy
  - Digraphs: ai, ay, oa, ea, ee, eu
  - Special Cases: au, aw, y, oo

As students progress, they are challenged to decode words with a variety of lengths and spelling patterns (e.g., amphibian, economic, feud, immediate, knuckle, skateboard) and to think about the internal structure of the words. This design helps students build word reading fluency and vocabulary knowledge, as well as the ability to selectively attend to relevant aspects of the words.

Did you know?

Reading research has consistently shown the importance of spelling in the development of word reading efficiency. Ehri (1995, 2000) has asserted that reading and spelling have a reciprocal relationship. Both reading and spelling help children build word-specific knowledge. In turn, this builds knowledge of the graphophonemic system, which supports decoding unfamiliar words. Shahar-Yames & Share (2008) have expanded on this view, explaining that the process of converting graphemes to phonemes (for reading) and phonemes to graphemes (for spelling) both fulfill a self-teaching function that leads to high-quality orthographic knowledge.

Using a word completion task to provide intensive practice in converting phonemes to graphemes, Chicken Dog is designed to systematically build high-quality orthographic knowledge. It is well known that phonological processing skills play a critical role in reading acquisition. Orthographic processing skills are also critical, as orthographic knowledge makes its own distinct contribution to word recognition (Barker, Torgesen, & Wagner, 1992; Cunningham, Perry, & Stanovich, 2001).

Barker, T. A., Torgesen, J. K., & Wagner, R. K. (1992). The role of orthographic processing skills on five different reading tasks. *Reading Research Quarterly*, 27, 335–345.

Cunningham, A. E., Perry, K., & Stanovich, K. E. (2001). Converging evidence for the concept of orthographic processing. Reading and Writing: *An Interdisciplinary Journal*, 14, 549-568.

Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18, 116-125.

Ehri, L. C. (2000). Learning to read and learning to spell: Two sides of a coin. Topics in Language Disorders, 20, 191–236 Shahar-Yames, D., & Share, D. L. (2008). Spelling as a self-teaching mechanism in orthographic learning. *Journal of Research in Reading*, 31, 22–39

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Introduce

Engage

Introduce the Chicken Dog exercise to your students by reviewing how we spell words with regular patterns in them. Say: We can spell most words in English if we think about the sounds that we hear, and then write the letters that represent those sounds. In Chicken Dog, you will need to think about the sounds that you hear, and then choose the letter or letters that show those sounds in writing. Remember that sometimes we use more than one letter to spell the sounds that we hear. Let's practice together.

Materials Needed: paper and pencil or dry-erase marker and whiteboard; letter tiles as desired

1. Say the word. Say: I am going to say a word for us to spell today. The word is *hoist*, /**hoist**/. Ask students to repeat the word.

2. Blend the sounds in the word. Say each sound in the word and ask students to blend the sounds with you. With your hand in front of you so that students can see the progression from left to right, hold up your first finger as you say /h/, your second finger as you say /oi/, your third finger as you say /s/, and your fourth finger as you say /t/.

3. Identify the number of sounds in the word. Say: How many sounds do you hear in *hoist*? (Four sounds.) If students do not identify the correct number of sounds, say and blend the word more slowly. If students still do not identify the correct number of sounds, tell them the answer. Say: There are four sounds in the word *hoist*. How many sounds are there?

4. Ask students to identify each individual sound in the word. Say: What's the first sound in *hoist*? and so on. If students misidentify a sound, tell them the sound and ask them to repeat it.

5. Ask students to share all the ways they can picture spelling the sound /oi/. (They should share the phonograms [oi] and [oy].) If students do not identify one of these phonograms, write the letter(s) on the board and say the letter name(s) and sound. Review the spelling pattern for this sound: If we hear /oi/ a the end of the word, it is usually spelled with the letters [oy]. If we hear /oi/ in the middle of the word, it is usually spelled with the letters [oi].

6. Spell the word. Have students write the word on a piece of paper or a whiteboard. Say: Write the letters for each sound in *hoist*.

    a. Variation 1: For students who struggle to hear the individual sounds in *hoist*, draw a four-box grid on a whiteboard or piece of paper for them to write their letters in.

    b. Variation 2: For students who struggle with writing letters, you may give them the option to spell with letter tiles, or to spell aloud while a partner writes the letters for them. If students spell the word aloud, make sure they say the letter names in the word rather than the sounds.

6. Check the spelling for errors. Ask students to point to the word that they wrote, blend its sounds, and read it aloud. Ask students to correct any mistakes that they see. If students do not self-correct, try one of these error-handling strategies:

    a. Read what the student wrote and ask if it matches the target word. For example: This word says *host*, and we are spelling *hoist*. Does that match? What letter do we need to add to make the /oi/ sound?

b. Read what the student wrote and ask them to think about the spelling patterns that they know for the sound /oi/. For example: Does the /oi/ sound come in the middle or the end of the word? What do you know about how to spell this sound if it comes in the middle of a word?

c. Model the correct spelling. Ask the student to repeat the word, write it, and then point to each letter as they read the word.

As needed, repeat this routine using words with additional spelling patterns that students have learned. Tell students that they will practice matching the sounds that they hear to the letters we use to spell those sounds in Chicken Dog.

Demo

1. Say: Today, we're going to practice completing partly spelled words. Together, we'll work on an exercise called Chicken Dog. I'll get us started, and then I'd like for you to try.

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

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

    •   Explain which letter is the best choice, and how you ruled out the other options.

    •   Click the correct answer.

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

Chicken Dog 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 Chicken Dog 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 Level 3 Exercise Progress - Chicken Dog

The colored line shows student progress and their percent complete. Each dot indicates a day the student worked on the exercise.
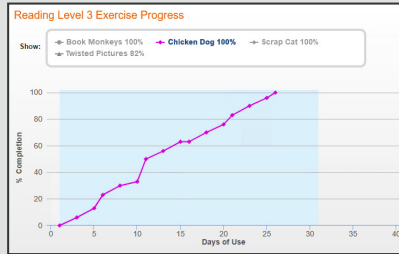
What to look for... what it means

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

Do you see half-filled gray circles?
The student is working on this exercise, but not meeting the scheduled time. Make sure that they have time to complete their daily schedule. If fatigue is an issue, add some breaks to their schedule.

Do you see red circles?
The student is skipping this exercise. Provide support to help them re-engage.

USAGE: Usage Details - Minutes/Questions

Are many days highlighted in red?
The student is not meeting their daily schedule. Check the Schedule tab in this report to investigate further.

Is the student answering fewer questions than usual?
They may be distracted or losing focus. In comparison to their previous activity, a low number of questions to minutes may indicate the student is not applying themselves to the task.

Is the student answering more questions than usual?
They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Chicken Dog Progress

Percent Correct

To make progress, students must correctly answer at least 90% of spelling questions in a group.

Questions

Initial Consonants
- Simple Singles: 45
- Digraphs and Silent Letters: 40
- Two Letter Blends: 60
- Three Letter Blends: 21
- Special Cases: 21

Final Consonants
- Simple Singles: 28
- Doubles: 16
- Two Letter Blends: 36
- Digraphs and Silent Letters: 6
- Special Cases: 20

Medial Consonants
- Singles: 54
- Digraphs and Silent Letters: 24
- Two Letter Blends: 30
- Three Letter Blends: 18
- Doubles: 30

Vowels
- Short: 25
- Long with Silent E: 25
- R-Controlled/Special Cases: 35
- Diphthongs/Special Cases: 44
- Digraphs: 30

What to look for... what it means

Are there red bars under Progress?

Red bars indicate that the student was unable to pass one or more groups after 3 attempts. They will be moved to different content, returning to the challenging group(s) later. Make sure that the student remains focused and motivated and check the Errors section of this report to determine where the student is struggling so you can assist them with specific spelling patterns.

Is percent correct well below 80%?

The student may be struggling with specific spelling patterns. Check the Errors section of this report to determine where the student needs additional support.

Note that percent correct reflects performance across all attempts on each unit, so early difficulties can mask later successes. Check the Error Report for the most recent day's results.

Has the student taken too many questions without passing?

Students typically complete most groups within one to two attempts. For example, most students complete Initial Consonants Two Letter Blends after answering 60-120 questions. Some groups tend to be harder, and students often need three attempts to complete these. Harder groups include Final Consonants Digraphs and Silent Letters, Medial Consonants Digraphs and Silent Letters, Medial Consonants Two Letter Blends, Long Vowels with Silent E, R-Controlled Vowels, and Diphthongs.

A student who is still working on a group after completing the typical number of questions may be struggling. Check the Errors section of this report to determine where the student is struggling so you can assist them with specific spelling patterns.

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

PROGRESS: Errors - Chicken Dog

Content the student is struggling with the most is indicated in red.

Are specific spelling patterns highlighted in red?

Consider providing the student with instruction on the specific spelling patterns with which they are struggling the most.

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

Reading Level 3 Progress Monitoring Chart in Student & Teacher Resources

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Adjust Instruction/Intervene

Differentiation Activities

Differentiating instruction requires continually striving to know and to respond to each student's needs in order to maximize learning. Use the data in Chicken Dog 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 Chicken Dog.

✔ 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 the student's area of need, and modeling and practicing self-monitoring to encourage accuracy, confidence, and independence.

1. Set a clear goal.

   a. 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.

   b. Review the goal with the student and check for understanding.

2. Introduce and model how the student will monitor their goal.

   a. Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 3 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.

   b. Explain and model the steps needed to complete and interpret the self-monitoring chart.

   c. Practice completing and interpreting the self-monitoring chart with the student.

3. Clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:

   a. Review the steps of the activity with the student.

   b. Model or explain the steps of the activity.

   c. Practice completion of the task with the student.

   d. Encourage the student to explain or show you how to complete the task.

   e. Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

☑ Is the student on task and engaged with the activity?

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

1. Adjust the pacing or duration of instruction.

2. Provide built-in breaks and 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.

3. 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.

☑ Can the student hear the words clearly?

Check the student's headset, volume controls, and background noise level.

☑ Is the student answering impulsively?

If the student is working quickly and responding without pausing to think through their answers, sit with them as they work through 2-3 words in Chicken Dog. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Then ask them to check for any sounds that we spell with more than one letter (such as [ea] for the sound /ē/).

Ask the student to select the missing letter(s) to complete the spelling of the word. Monitor the student as they work independently for 2-3 more words. If they continue to answer impulsively, prompt them to count the sounds that they hear for each word before selecting an answer.

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✅ **Is the student identifying the correct number of sounds in each word?**

Sit with your student as they work through 2-3 words in Chicken Dog. For each word, ask the student to repeat the word that they heard, blend its sounds, and identify the number of sounds that they heard. Watch for difficulty with identifying the sounds in consonant blends.

If your student does not identify the correct number of sounds, repeat and blend the word slowly, and ask them how many sounds they heard. If they still do not identify the correct number of sounds, tell them the answer and draw Elkonin Boxes* for each sound in the word on a piece of paper or whiteboard. Ask the student to name the letters that represent each sound, and write those letters in each box. Remind them that we sometimes use more than one letter to represent a sound (such as when we use the letter combination [ai] to spell the sound /ā/).

Monitor the student as they work independently for 2-3 more words. Encourage them to listen for each sound that they hear. As needed, prompt them to repeat and slowly blend each word that they hear before selecting an answer.

*Elkonin Boxes can be used to help bridge the connection between the sounds in a word and the letters or letter combinations that represent those sounds. In this strategy, each box stands for one sound—not one letter—in a word. For example, the word *claw* has three boxes, since it comprises three individual sounds, while the word *splash* has five boxes. Even though we sometimes talk about a consonant blend as a unit, a blend like [spl] is made up of three separate sounds, while a diagraph like [sh] corresponds to a single sound.

c	l	aw

s	p	l	a	sh
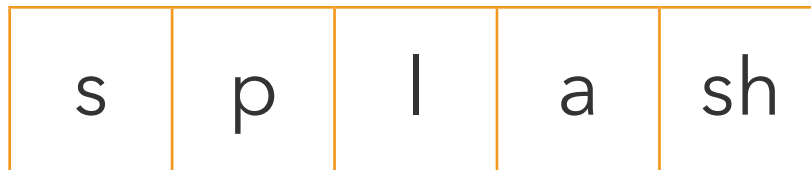
Facilitate and Encourage

✓ Is the student struggling with a specific phonogram (letter-sound correspondence)?

A phonogram is a letter or a letter combination that represents a sound (for example, the letter combination [ea] makes the sound /ē/). Look at the Errors section in the student's Progress Report to determine the specific phonograms they are struggling with. Review the sounds of these phonograms with the student.

To review:

- Write each phonogram on a flashcard.
- Show the student the phonogram card.
- Say the phonogram sound or sounds.
- Have your student repeat the sound or sounds.

Conduct a "speed round" where you point to each phonogram card and ask the student to say its sound. If the phonogram has several sounds, you may give your student a hint by holding up the number of fingers that correspond to the number of sounds (for example, hold up one finger for the phonogram [ea]).

Lastly, call out one sound at a time and ask the student to point to the correct phonogram card. For example: What letters say /th/? What letter says /ō/?

If the student does not identify the correct letter(s), tell them the answer and ask them to repeat it to you. For example: The letters th make the sound /th/. What letters make the sound /th/?

✓ Is the student struggling with specific spelling patterns?

Use the worksheet below to support your student in understanding, identifying, and writing words with these spelling patterns.

- Exploring Spelling Patterns: Consonant Doubling & Silent E

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Adjust Instruction/Intervene

Student Resources

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

⬇ [Reading Level 3 Completion Chart](#)

Students can self-monitor their progress in each Reading Level 3 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

⬇ [Exploring Spelling Patterns: Consonant Doubling & Silent E](#)

If your student is struggling with the Consonant Doubling or Silent-E spelling patterns addressed in Chicken Dog, use this worksheet to provide direct instruction and review examples of those patterns, and to give your student the opportunity to study and categorize words based on those spelling patterns.

SCRAP CAT
Teacher Manual

English Language Arts Standard	Students will build vocabulary, grammar, and decoding skills by sorting words into appropriate categories.
Language/ Reading Skills	Students will... • understand 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) • recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes (phonological/phonemic awareness) • relate speech sounds to specific letters, and apply knowledge of letter-sound relationships to the process of sounding out and reading words (phonics/decoding) • recognize and apply knowledge of words and word parts such as morphemes and phonemes (word structure & knowledge)
Cognitive Skills	Students will… • hold a word in working memory while evaluating which category it belongs to (memory) • focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret visual information to identify written words (processing)
Social-Emotional/ Executive Function Skills	Students will... • coordinate working memory and long-term memory to enhance reading comprehension • increase confidence in vocabulary recognition • enhance motivation for tasks requiring attention to content details • increase self-regulation

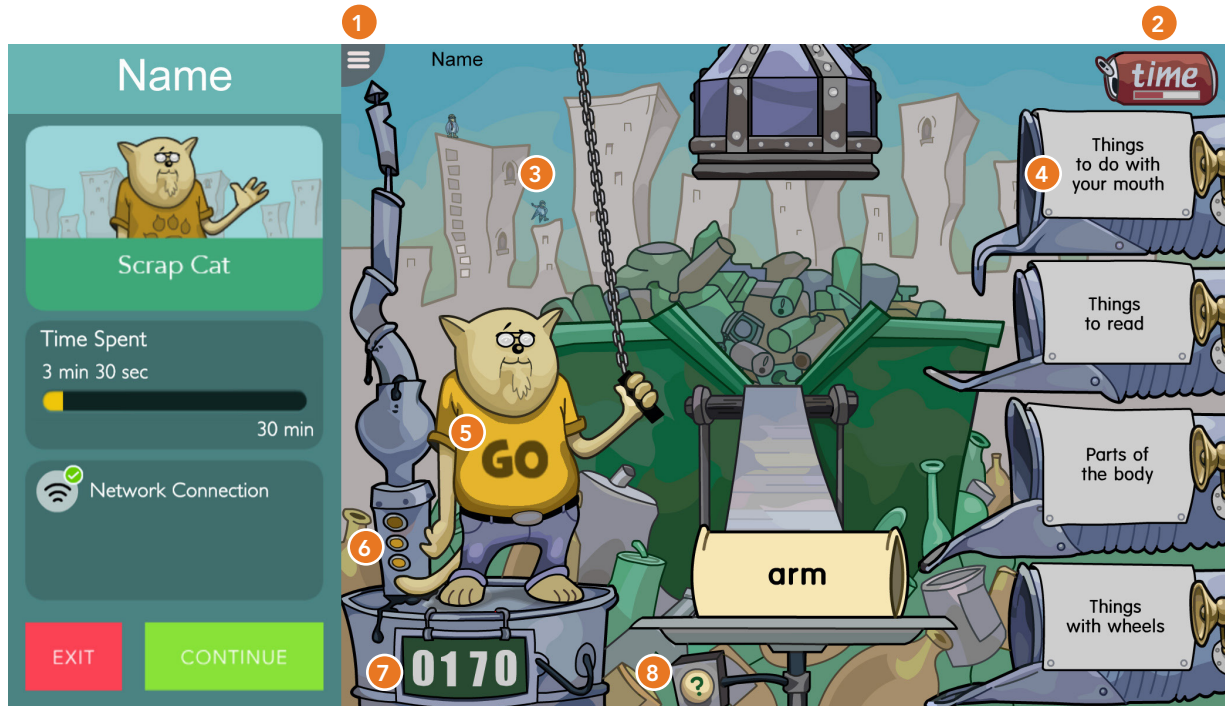| Icon Key	Audio	Download	English Learner	Quick Check	Settings	Video

Exercise Screen

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

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

3 Number of Streaks (Birds)
An aviator pigeon squeezes through the steam pipe after the student makes each 3-in-a-row streak. After 4 streaks, the pigeon's head pops out, and after the 5th streak it flies to the roof of a building (up to 24 pigeons).

4 Answer Buttons (Sorting bins)
The sorting categories are presented on 2, 3, or 4 bins. The student must click on the correct bin to sort a word. Students may click the speaker attached to a bin to hear the category description read aloud.

5 Go Button
Clicking the Scrap Cat's shirt starts sending recyclables down the conveyor belt. Each bottle or can displays a word to sort into one of the collection bins. When a word is displayed, students can click the Go button again to hear the word read aloud.

6 Current Streak (Lights on steam pipe)
The steam pipe displays three lights, which illuminate to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

7 Points
Shows total points awarded across all of today's sessions.
- Correct answers:
  - Without dictionary help: 4 points
  - With dictionary help: 1 point
- Bonus points: 10 points after 10 correct answers
- High score: Animates when the student surpasses the highest score ever achieved in one session

8 Help Button
When a word is displayed, students can click the help button to access a dictionary definition. However, when the dictionary help is used, a correct answer is worth fewer points and will not count toward progress.

Task

In Scrap Cat, the student reads words and sorts them into 2-4 categories.

Content

Progression

In Scrap Cat, the student sorts more than 300 words into categories that focus on various aspects of word knowledge:

- word meaning (semantics)
- part of speech (syntax)
- sound (phonology)
- structure (morphology)

As students progress, they are challenged to decode words with a variety of lengths and spelling patterns (e.g., pear, crown, practical, laughter, salamander, elevation), and to think about increasingly abstract aspects of the words. This design helps students build word reading fluency and vocabulary knowledge, as well as the ability to selectively attend to relevant aspects of the words.

Did you know?

Vocabulary knowledge involves networks of associations between various words and concepts. These associations include words with the same or similar meanings, words with the opposite meaning, and categorical relationships between concepts. The more associations a student has to a given word, the easier it will be for them to remember that word and rapidly access its meaning while reading. A text that contains the words *bank*, *cash*, and *save* requires a different set of associations than a text that contains the words *bank*, *river*, and *shore*. In these examples, the word *bank* has two very different meanings, but a reader who has both sets of associations can use those networks to anticipate upcoming content. Categorization tasks are one effective strategy for building vocabulary knowledge. Word sorting exercises like Scrap Cat provide the opportunity to build vocabulary knowledge through semantic category associations.[1] Studies indicate that sorting words into conceptual categories provides practice in decoding words without context cues, while helping students build associative vocabulary knowledge.[2] This knowledge deepens comprehension during reading and improves retention.

1. Word Sorts | Learner Variability Project (digitalpromiseglobal.org)

2. Helman, L. A., & Burns, M. K. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher, 62*(1), 14-19.

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to practice sorting words into categories. Use a t-chart graphic organizer to sort the words into their matching categories. Say: Our first category is things that you can drive. Our second category is things that you can write with. Demonstrate writing the categories, "Drive" and "Write," at the top of the t-chart, then say: Write the categories at the top of each column of the t-tchart. Pause. When I say "Go" write as many words as you can think of that fit in each category in _____ minutes. Ready? One, two, three, go! After students complete their charts, write their answers in the displayed t-chart.

Demo

1. Say: Today, we're going to practice sorting words into categories. Together, we'll work on an exercise called Scrap Cat. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Scrap Cat.

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

4. 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 Scrap Cat 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.

Scrap Cat 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.

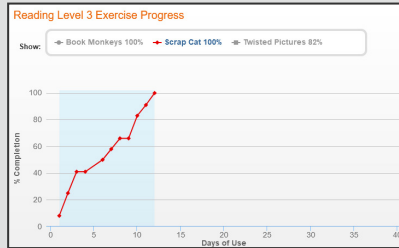FAST FORWORD®
BY CARNEGIE LEARNING

Monitor Student Progress

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

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

PROGRESS: Reading Level 3 Exercise Progress - Scrap Cat

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

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Are many days highlighted in red?

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

Is the student answering fewer questions than usual?

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

Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Facilitate and Encourage

Where to look...

PROGRESS: Progress Details - Scrap Cat Progress

Percent Correct

To pass a group, students must complete a 20 question unit with at least 90% correct. Smaller units may be presented for extra support. The criteria for passing the smaller units ranges from 83% to 94% correct. Note that each row may show the average of multiple attempts and/or units of different sizes. If you see a check mark with a correct score of less than 90%, it is because less accurate earlier attempts have been averaged in with the final, passing attempt.

Questions

The standard unit has 20 questions. However, students may be presented with smaller units for extra support. This occurs whenever students begin a new category type. It can also occur when starting a new group, if the prior group was not passed after three attempts.

What to look for... what it means

Are there red bars under Progress?

Each category type includes from one to five groups. To pass a group, the student must correctly answer at least 18 questions in a unit of 20. Red bars indicate that the student did not pass the group within three attempts. This student will move on to new content but they will revisit the group later. Make sure that the student remains focused and motivated.

Is Correct below 70%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student answered too many questions without passing?

Each attempt at a group typically takes 20 questions, but may include as many as 63 when the student starts with smaller units for extra support. Typically, students will pass a group after one or two attempts. Some groups, especially those pertaining to parts of speech, may require an additional attempt. A student who has not passed a group after three attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Reading Level 3 Progress Monitoring Chart in Student & Teacher Resources

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BY CARNEGIE LEARNING

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 Scrap Cat 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 Scrap Cat.

✔ **Does the student understand the exercise goal/task?**

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

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 3 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

Facilitate and Encourage

✓ **Is the student on task and engaged with the activity?**

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

- Adjust the pacing or duration of instruction.
- Provide built-in breaks and 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 phrases or sentences that the student doesn't know?**

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

✓ **Is the student struggling to identify details within a picture?**

Print the Scrap Cat Sorting Worksheet, or draw your own t-chart.

- Start by choosing a chart with two to four columns. You may need to adjust the number of columns based on the activity and student needs.
- Determine the sorting categories. Choose the type of sorting categories based on student needs. Here are some examples to get you started:
  - Sort by sound (e.g., words that begin with short *a* vowel sound)
  - Sort by function (e.g., things that we write with)
  - Sort by feature (e.g., things that are blue)

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Adjust Instruction/Intervene

Student Resources

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

Scrap Cat Sorting Worksheet in <u>Student & Teacher Resources</u>

Reading Level 3 Completion Chart in <u>Student & Teacher Resources</u>

Students can self-monitor their progress in each Reading Level 3 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.

TWISTED PICTURES
Teacher Manual

English Language Arts Standard	Students will build reading comprehension skills by selecting the sentence that best describes a given picture.
Language/ Reading Skills	Students will... • 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) • read texts independently, with minimal to no assistance (independent reading)
Reading Comprehension Skills	Students will recognize whether they understand what they are reading, and if necessary, to take steps to repair their comprehension before continuing to read (monitoring comprehension).
Cognitive Skills	Students will… • hold a phrase or sentence in working memory while comparing it to a picture (memory) • focus on specific information, sustain that focus, and ignore distractions while carrying out a task (attention) • rapidly interpret visual information to identify written words as well as details within a picture (processing) • use the order of words to identify subtle differences in meaning among phrases and sentences (sequencing)
Social-Emotional/ Executive Function Skills	Students will... • increase selective attention to detail • reduce working memory demands by building long term memory representations of complex syntactic structures • increase confidence in reading texts with more complex syntax than typically found in spoken language • enhance motivation for tasks requiring attention to detail • increase self-regulation

Icon Key

Audio	Download	English Learner	Quick Check	Settings	Video

Exercise Screen

1 Menu

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

2 Time

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

3 Current Streak

A set of lights above the scoreboard illuminate to show the current number of consecutive correct answers. Resets after 3 correct in a row or an incorrect answer.

4 Points

Shows total points awarded across all of today's sessions.
- Correct answers: 7 points for each correct answer.
- Bonus points: 20 points after 10 correct answers.
- High score: Animates when the student surpasses the highest score ever achieved in one session.

5 Progress Meter

Tracks and celebrates every 10% of exercise content completion.

6 Go Button

Presents a question.

7 Number of Streaks (Art thief)

The art thief makes an appearance, after the student makes a 3-in-a-row streak. At first, a mysterious egg is lowered from the roof. After 13 streaks the thief opens the safe and jumps inside, but then becomes trapped with the loot.

8 Answer Buttons (Lines in notebook)

Presents possible answers on 4 lines on the museum guide book.

Task

In Twisted Pictures, the student views a picture and reads four phrases or sentences, written in the museum guide book, below. The student must choose the phrase or sentence that correctly describes something in the picture.

Content

Progression

Students progress through increasingly difficult groups of phrases and sentences. There are three levels of reading difficulty (vocabulary level and sentence length).

Vocabulary Level	Average Sentence Length	Maximum Sentence Length
2nd Grade Sentences	6 words	10 words
3rd Grade Sentences	8 words	12 words
4th Grade Sentences	12 words	18 words

Increasing the reading level of the text increases the attentional and memory demands of the task as the student demonstrates mastery of the content. Within each of these levels, 17 grammatical structures are presented in random order.

Grammatical Structure	Sample Sentences
Predicative Adjectives	The girl is tall.
Active Voice	The girl follows the kitten.
Simple Negation	The girl is not happy.
Predicate Prepositional Phrases	The box is under the table.
Coordinating Conjunctions	The girl is sitting and happy.
Subject Relative Clauses	The girl that is happy is tall.
Reduced Subject Relative Clauses	The boy jumping is happy.
Subject Relativization with Negation	The boy that is not crying is tall.
Complement Infinitive Clauses	The boy wants to go.
Passive Voice	The kitten is followed by the girl.
Sentences with Subject Relative Clauses and Ambiguous Endings	The girl that follows the boy is short.
Sentences with Reduced Subject Relative Clauses and Ambiguous Endings	The girl following the boy is angry.
Double Embedding	The boy who chases the girl who is tall has red hair.
Object Relative Clauses	The boy chases a girl who is short.

Did you know?

As children learn to read, they depend on their knowledge of spoken language to support their reading comprehension. However, written language typically contains more complex and diverse sentences than spoken language.[1] For this reason, learning complex sentence structures (syntax) is very important for reading comprehension. As texts become increasingly complex, reading comprehension puts increasing demands on cognitive processes including working memory, attention, and fluid reasoning. Language scientists have shown that working memory plays a vital role in reading. It enables the reader to remember what they have already read while simultaneously processing, and incorporating new information. Working memory capacity is limited, but it can be supported by long term memory. When syntactic knowledge is readily available in long term memory, reading complex texts puts less of a strain on working memory and attention.[2] Twisted Pictures is an intensive language-based reading exercise that systematically builds comprehension for a variety of sentence structures, from simple to complex. This approach is consistent with the focus recommended by leading language scientists on best methods for enhancing "discovery/learning, long-term retention, and activation of difficult sentence patterns".[3]

1. Sorenson Duncan, T., Mimeau, C., Crowell, N., & Deacon, S. H. (2021). Not all sentences are created equal: Evaluating the relation between children's understanding of basic and difficult sentences and their reading comprehension. *Journal of Educational Psychology, 113*(2), 268.

2. Montgomery, J. W., Gillam, R. B., & Evans, J. L. (2021). A New Memory Perspective on the Sentence Comprehension Deficits of School-Age Children With Developmental Language Disorder: Implications for Theory, Assessment, and Intervention. *Language, Speech, and Hearing Services in Schools, 52*(2), 449-466.

3. Ibid.

Introduce

Engage

To introduce this exercise to your students, start by saying: Today, we are going to practice identifying the sentence that best matches a picture. Display a picture of a student walking. Next, display the three sentences: the student is walking, the student is sleeping, and the student is skipping. Ask: Which phrase best matches the picture? Read the response options aloud as you point to each sentence. Confirm the correct response by saying: the student is walking. After the correct response is confirmed, allow the students to come up with other correct and silly/incorrect answers.

Demo

1. Say: Today, we're going to practice selecting the sentence that best matches the picture. Together, we'll work on an exercise called Twisted Pictures. I'll get us started, and then I'd like for you to try.

2. Project the "Introduction - English or Spanish" demo for Twisted Pictures.

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

    *   Describe the details you see in the picture.

    *   Then, read the four sentences to choose from.

    *   Explain which one is the best match and how you ruled out the other options.

    *   Click the correct answer.

4. 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 Scrap Cat 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.

Twisted Pictures 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.
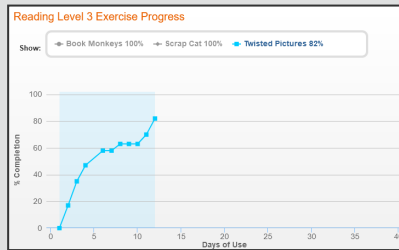
Monitor Student Progress

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

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

PROGRESS: Reading Level 3 Exercise Progress - Twisted Pictures

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

Is the line going up?

The student is completing content accurately and making progress.

Is the line flat across several dots?

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

Are there long lapses between dots?

The student may be skipping this exercise.

USAGE: Usage Details - Schedule

Do you see half-filled gray circles?

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

Do you see red circles?

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

USAGE: Usage Details - Minutes/Questions

Are many days highlighted in red?

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

Is the student answering fewer questions than usual?

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

Is the student answering more questions than usual?

They may be rushing. In comparison to their previous activity, a high number of questions to minutes may indicate that the student is trying to amass points or progress through the content without actually learning it. Remind them that making progress depends on accuracy, not speed.

Where to look...

PROGRESS: Progress Details - Twisted Pictures

Twisted Pictures Progress

- ✅ Complete, advancement criteria met
- ▮▮▮ In progress: completed / total
- ▯▯▯ Not started
- ▮▮ Advancement criteria not met

▼ Twisted Pictures ❓ ✔		0/22/2021
		Questions ❓
2nd Grade Sentences	✅ 91%	68
3rd Grade Sentences	▮▮ 75%	68
	▮▮ 89%	68
	▮▮ 82%	68
	▮▮ 88%	68
	✅ 91%	68
4th Grade Sentences	▮▮ 47%	68
	▮▮▮ 88%	9

Percent Correct

To make progress, students must correctly answer 90% of the questions in a group.

Questions

Each group in Twisted Pictures has 68 questions divided equally across 17 different grammatical structures (4 questions per structure).

What to look for... what it means

Are there red bars under Progress?

To pass a group, a student must correctly answer at least 62 of the 68 questions (90%). Red bars indicate that the student did not pass the group and will repeat the content. Make sure that the student remains focused and motivated.

When a level is repeated, does Correct increase?

The student has mastered more of the content at this level and is making progress.

When a level is repeated, does Correct stay the same, or decrease?

The student is not learning from their mistakes, or is losing focus. Remind them to think about the corrective feedback to better understand why their answer was wrong before moving on to the next question. Check the Errors section of this report to determine where the student needs additional support.

Is Correct below 70%?

The student may be struggling with the task. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

Has the student repeated a level too many times without passing?

Typically, students will pass a group within three or four attempts. A student who has not passed a group within four attempts may be struggling. See the "Adjust Instruction/Intervene" section in this teacher manual for suggestions on supporting struggling students.

⬇ Reading Level 3 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 Twisted Pictures 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 Twisted Pictures.

✔ Does the student understand the exercise goal/task?

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

- First, start by setting a clear goal:
  - Set a goal in student-friendly language prior to beginning the exercise. The goal should be positively stated, written using clear and concise language, and be observable and measurable.
  - Review the goal with the student and check for understanding.
- Next, introduce and model how the student will monitor their goal:
  - Choose or create a self-monitoring chart for students to track their progress (aligned with the Reading Level 3 Progress Monitoring Chart found in Teacher Resources). Use the chart to motivate, encourage, and allow the student to practice self-monitoring. Include the goal on the self-monitoring chart.
  - Explain and model the steps needed to complete and interpret the self-monitoring chart.
  - Practice completing and interpreting the self-monitoring chart with the student.
- Then, clarify the expectations by modeling and reviewing the specific steps required to complete the exercise:
  - Review the steps of the activity with the student.
  - Model or explain the steps of the activity.
  - Practice completion of the task with the student.
  - Encourage the student to explain or show you how to complete the task.
  - Monitor independent practice and provide feedback and prompts as needed.

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☑ **Is the student on task and engaged with the activity?**

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

- Adjust the pacing or duration of instruction.
- Provide built-in breaks and 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 phrases or sentences that the student doesn't know?**
- Have the student write down any unfamiliar words.
- Define and review key vocabulary used in the task.
- Display key vocabulary words and definitions.
- Promote student practice with vocabulary sentence strips, guided-notes, response cards, or note cards.

☑ **Is the student struggling to identify details within a picture?**

Gather a set of images that display clear events, social interactions, or multiple objects. Show one image at a time. Take turns describing the different characters, activities, and details in each picture.

- Model and prompt students to identify small details and relationships.
- To increase engagement, use cartoons or funny pictures.

Facilitate and Encourage

> ✅ **Is the student struggling to match the correct sentence to the picture?**
>
> - Have each student draw their own picture and then write one to three sentences that describe the picture. You can use the Twisted Pictures Picture Description Worksheet in Student & Teacher Resources.
> - Gather a set of images that display clear events, social interactions, or multiple objects. Show one image at a time. Make up a few sentences that correctly or incorrectly describe the picture. After each sentence, have students give a thumbs up if the sentence matches the picture and a thumbs down if it does not. Ask the students to explain their reasoning.
>   - To increase engagement, use images from a favorite story or that relate to a favorite character or hobby.

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Adjust Instruction/Intervene

Student Resources

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

Twisted Pictures Picture Description Worksheet in Student & Teacher Resources

Reading Level 3 Completion Chart in Student & Teacher Resources

Students can self-monitor their progress in each Reading Level 3 exercise by filling in the bar each day with their actual completed percentage. This provides students with an overall view of how much content they've completed compared to how much they have left to do. Students will need one copy.