



# LEARNING OBJECTIVES: LANGUAGE

## Language Knowledge, Vocabulary Development and Use

Struggling readers typically have underdeveloped vocabulary and word knowledge skills and require multiple opportunities to work with new words in a variety of contexts. The Vocabulary activities in BrightFish Reading are designed as pre-reading exercises that aid comprehension and align to learning objectives for language knowledge, vocabulary development and use.

## Learning Objectives Report

Teachers can track how students are performing in language skills in the Student Details/**Learning Objectives** report for each completed story unit. For each learning objective covered in the story unit, teachers can see how many students answered correctly and view the trend over completed stories. Click on the learning objective number to view a description of that strand.

The goal is to see scores in the instructional/independent zone, with an average minimum of 75 percent for each objective.

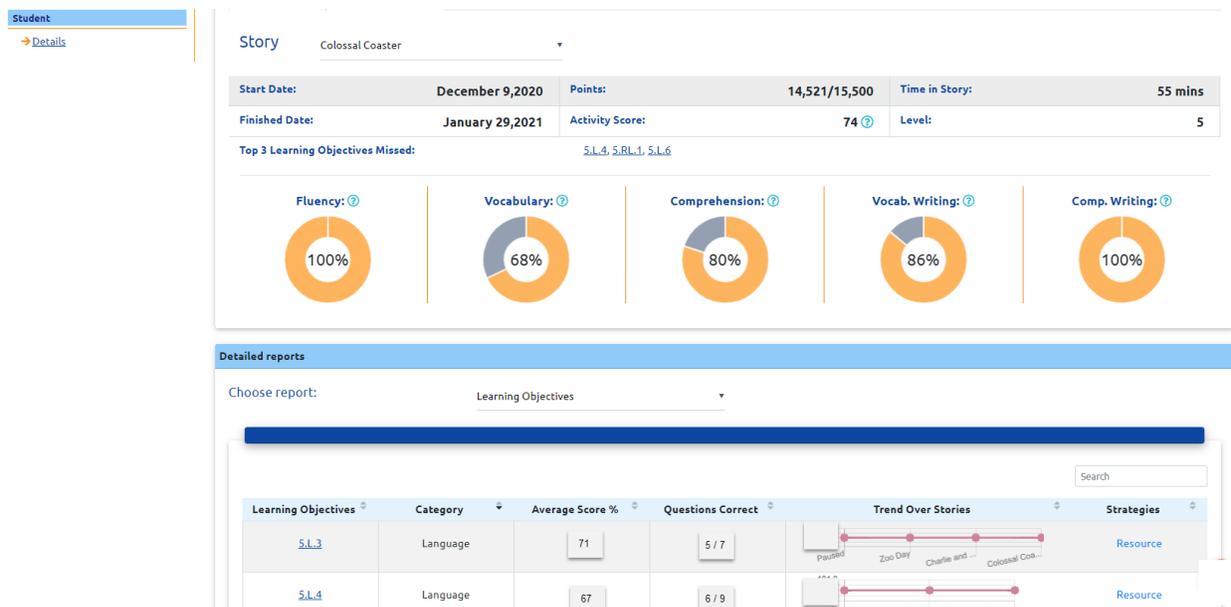


Figure 1: The Learning Objectives report tracks how students are doing in each category covered by BrightFish Reading.



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## Student Progress Report

The Student Progress report provides the next level of detail and can be used for Data Chats to discuss errors and areas that need improvement. In the Vocabulary column, you can see the summary percentage score from the multiple choice, synonym/antonym and fill in the blanks activities. To view the responses and error data, click on the percentage scores.

Stories completed and/or in progress

Story/Level	Word Fluency	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays
✓ Vampire Bats / Gr7	99% 0.9sec  + 	59%	63%	71%  + 	100%  + 
✓ Academy Awards / Gr7	99% 1.0sec  + 	64%	100%	97%  + 	100%  + 
✓ Nightmare / Gr9	99% 0.8sec  + 	59%	88%	85%  + 	50%  + 
✓ Iguazu Falls / Gr7	99% 0.9sec  + 	100%	86%	90%  + 	100%  + 
The King / Gr7	99% 0.9sec  + 	Not started	Not started	In progress  + 	No questions scored

Figure 2: Student Progress report data can be used to zero in on areas of weakness.

## Learning Objectives: Vocabulary Development and Use (L4, L5 and L6)

BrightFish Reading supports the development of Language learning objectives in the story units. Questions are tagged by learning objective so that teachers can easily see which ones were missed during the story work. Performance data for **Vocabulary Acquisition and Use** learning objectives can be found in the BrightFish Reading Student Progress report in the Vocabulary column. Click on the percentage score to view data for the following categories:

- L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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## Question Type #1: Multiple Choice – Best Usage

### Learning objectives: L4, L5 and L6

The first question for each word is a multiple choice “best usage” question. If students choose the incorrect answer, they will get corrective feedback and hints to find the correct response.

The system will let students try as many times as there are answer options before getting it right or moving to the next activity. (Up to a maximum of four tries.) If they get it right on the first try, they earn a score of 1 and the maximum value of points for that question. For each subsequent attempt, the question score will be 0 and points will be deducted by 20 percent for each “try.”

At right is an error for a multiple choice response to a best usage question. The first incorrect response the student chose is highlighted in red. In this case the student took all four tries and scored 0 points.

### Remediation strategies for best usage (multiple choice):

1. Review the definition – remind the student that the definition is based on how the word is being used in the story.
2. Reinforce the activity – the purpose is to find the best usage based on the definition provided at the beginning of the activity. Review the choice that the student made and ask why they think this is not the correct answer.
3. Go over the alternative choices together and discuss why the correct answer is the best usage for the word as it is defined.

#### distinctive

Definition: Distinctive means appealing or interesting because of an unusual quality or characteristic. For example: The distinctive aromas of my grandmother's kitchen reminded me of home. Zebras have distinctive black and white striped coats.



Which sentence uses “distinctive” best?

- Acetic acid gives vinegar its sour taste and distinctive smell.
- The typical blue suit made him look very distinctive.
- Omani won an award of distinctive in his medical field.
- The distinctive members of the group blended in with the others.

0 points  
Answer Feedback

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## Question Type #2: Synonym/Antonym Activity

### Learning objectives: L4, L5 and L6

The second exercise for each word is a graphic organizer. The objective is to sort words by using the drag and drop function to place words that are similar to the target in the box on the left; different or opposite words in the box on the right.

Students can click on each box to reveal a definition from the Merriam-Webster online dictionary. This will help them make their decisions if the words are unfamiliar.

The system will award a score of 1 and maximum points if the student gets this task correct on the first try. If the student takes 2 tries, the score for the activity will be 0, but they will collect some points on a descending scale with 20% deducted for each additional try. The system will allow the student to make repeated tries to get it right to a maximum of four tries. A points value of 0 will be given for four attempts.

The report shows the last incorrect attempt made by the student.

SCORE: 0 out of 2

Part 2 of 2

What is a "Synonym" and "Antonym"?

maneuver

Synonyms (Similar meaning)	Antonyms (Opposite meaning)
inactivity manipulate handle	fumble mishandle move

Drag and drop the correct words in the box you choose

### Remediation strategies for synonym/antonym:

0 Points

1. Make sure that the student understands the activity. Three words with similar meaning to the target word go on the left. Three opposite words go on the right.
2. Ask the student to review the word definition before making their selections. Remember that the definition of the target word is based on how it's being used in the passage.
3. Discuss their selections. Why did they choose the three words on the left for similar meaning and the three words on the right for opposite? Go through each word and determine whether it is in the correct place.



# LEARNING OBJECTIVES: LANGUAGE

## Question Type #3: Sentence Completion

Learning objectives: L4, L5 and L6

In this activity, students are asked to drag and drop the target words to complete each sentence. This activity is more difficult than the Cloze activity because the choices are not provided in the “drop down” menu. Students must use their understanding of the word usage and apply strategies to arrive at the correct answers.

Question 9 of 10 ← Previous → Next ⋮ Review

Fill in the Blanks.

The train stops **frequently** at that station.  
The ship was **[2]** by the large rogue wave.  
During a hurricane, the wind and rain are very **[3]**.  
An elephant and a hippopotamus are **[4]** animals.  
Scientists believe that turtles and crocodiles **[5]** during the dinosaur era.  
Lawyers work hard to **[6]** that the man was guilty of the crime.  
The **[7]** elephant lived far away from other elephants.  
The President of the United States has **[8]** power.

**enormous** **powerful** **existed** **rogue** **overwhelmed** **immense** **prove**

## Remediation strategies for Sentence Completion

1. For each sentence, ask students to read through all of the available words first before making any selections.
2. Eliminate any words you know won't fit the sentence. (e.g. is it a verb, an adjective, is there an article that matches it?)
3. Ask students to write out the sentence and the word options on a scratch pad first, then cross out words that don't fit until they are left with the best possible choice.
4. If they get it wrong on the first try, they can make adjustments and try again. After 4 tries, the system will move them on to the next question.



# LEARNING OBJECTIVES: LANGUAGE

## Learning Objectives Language Knowledge (L1, L2 and L3)

Performance data for **Conventions of Standard English** can be found in the BrightFish Reading Student Progress report under the Vocabulary Usage column. Click on the percentage score to view data for the following categories:

- L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L3: Use knowledge of language conventions when writing, speaking, reading, or listening.

### Question Type: Sentence Writing

In the BrightFish system, students' written work is given an initial score based on the use of the use of the target word, capitalization and punctuation, and the length of the sentence for the grade level. A score of 0 or 1 will be awarded based on that criteria. If the student meets the criteria on the first try, a score of 1 and the maximum value of points will be awarded. If the student takes multiple tries, the system will score the sentence as a 0 and deduct points for each attempt.

Teachers can override the computer-assigned score (up or down) by changing it in the Score field (to 0 or 1). Type in the new score and press save.

### Remediation strategies for word usage sentences:

1. Review the sentences with the student. Discuss the goal of the activity and the computer scoring system based on the usage of the target word, sentence length and capitalization/punctuation.
2. Print the sentences that were scored as 0. (Right click to print the activity.) Ask the students to write new sentences using the target words (e.g. on a scratch pad).
3. Writing tips: Ask students to pause and review their sentences before submitting them. Check for length, capitalization and punctuation. If they are unsure of the definition of the target word, they can click on the word to show the definition of the word.

