Using Vocabulary Data to Review and Remediate

Researchers estimate that struggling readers have only about one-third of the vocabulary of their proficient peers. Developing a richer vocabulary has a positive impact on both fluency and comprehension. Knowing more words leads to more accurate, fluent reading while understanding their meaning is necessary to comprehending text.

BrightFish Reading uses direct, explicit instruction of key vocabulary words from each passage so that when a word is encountered in the text, students will understand its meaning. Students learn the definition of each word, see examples of usage in different contexts, sort similar and opposite words and use the words in a sentence.

The BrightFish approach is to challenge students with grade-level appropriate rigor so that they can develop and improve their vocabulary skills. Our goal is to challenge and reward students for attempting each question while providing constructive feedback for each response.

Student Progress Report - Vocabulary

The progress reports provide two sets of data to track how students are developing in their vocabulary knowledge and word usage.

In the Vocabulary results, 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

Multiple Choice – Best Usage

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."

A green bar in the Student Progress report means they selected the correct answer on the first attempt. A red bar shows the first incorrect response they selected, with the points value they earned and the number of tries to get it right. A points value of zero means they took the maximum number of 4 attempts.

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. ×

○ Omari won an award of distinctive in his medical field.

○ The distinctive members of the group blended in with the others.

🏆 0 Points
Answer Feedback

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.
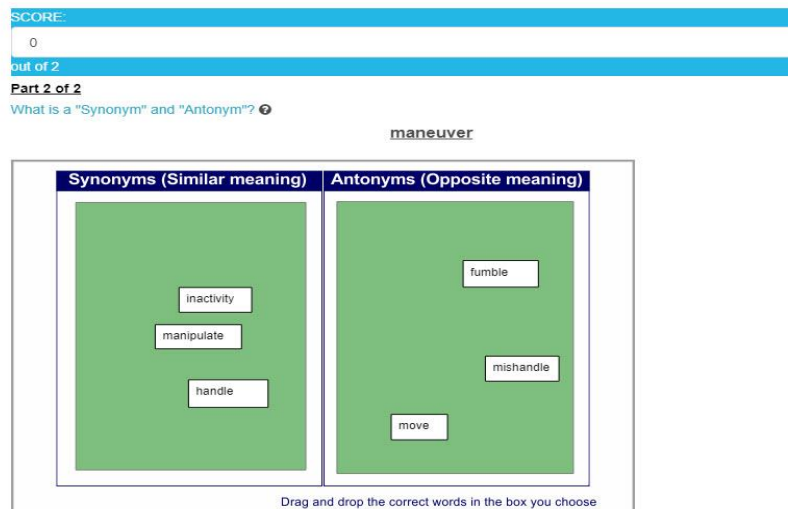
Synonym/Antonym Activity

The second exercise for each word is a graphic organizer. The objective is to drag and drop three words that are similar to the target word 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	fumble
manipulate	mishandle
handle	move

Drag and drop the correct words in the box you choose

🏆 0 Points

Remediation strategies for synonym/antonym:

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.

Vocabulary "Fill in the Blanks"

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.

CHECK ANSWER

Question 9
Check Answer

enormous   powerful   existed   rogue   overwhelmed   immense   prove

Reset

Remediation strategies for Fill in the Blanks

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.

VOCABULARY STRATEGIES

Vocabulary Word Usage

Under the Vocabulary Usage column of the progress report, you will see a percentage score for the students' written sentences using the target words.

The system provides 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 gets it "correct" 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. After three tries, no points are awarded.

You can override the computer-assigned score (up or down) by changing it in the Score field (to 0 or 1). In the score field, 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. Tips for next time: 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.