

Vocabulary Practice: Incorporating It in Your Classroom

The Renaissance Place® edition of Renaissance Accelerated Reader® promotes students' vocabulary development with special features: word lists and Vocabulary Practice Quizzes for Accelerated Reader books. Each word list includes between 5 and 15 vocabulary words that are significant to a book's meaning. Reviewing the list before reading helps students activate prior knowledge and make predictions. After students finish books, a Vocabulary Practice Quiz checks their understanding of these key vocabulary words. The vocabulary features of Accelerated Reader offer an innovative, research-based approach for accelerating vocabulary growth and heightening students' interest in words.

Effective Vocabulary Practice: What the Research Says

Traditional vocabulary practice has centered on the use of definitions. Typically, students are told to look up, write down, and memorize the definitions for words on a list. Research shows, however, that this kind of practice is very limited. Definitions—even when combined with an example of the word used in a sentence—lead to only superficial understanding. Also, the number of words that can be taught in this way is small compared to the number of words students need to know to be good readers and communicators.

What is effective for promoting vocabulary development? Current research says:

- The most powerful way to promote vocabulary growth is through reading. Specifically, the most important goals should be to (1) increase students' exposure to new words by increasing the amount of reading they do, and (2) help them be able to learn the new words they encounter through reading.
- Vocabulary practice should focus on words that students are likely to need in conversation and general academic reading. Vocabulary activities should also take into account what students already know and not require everyone to practice the same words.
- Motivation is critical to learning new words, and students' interest in words has a huge impact on how many they learn. Also, having control over the learning process increases students' motivation and vocabulary growth.

Effective Vocabulary Practice with Accelerated Reader

With Accelerated Reader, you can give students vocabulary practice that's based on the research-proven strategies that work. In an Accelerated Reader classroom, students spend lots of time reading and are naturally exposed to thousands of words in a rich and meaningful context. Accelerated Reader software provides vocabulary lists and Vocabulary Practice Quizzes that reinforce students' learning of words encountered in their independent reading. Each vocabulary list and quiz includes useful words that appear frequently in a particular book and are essential to the meaning. Since students choose the books they want to read, they see words in a context that's interesting to them and have some control over the vocabulary-learning process. Also, because students read books within their zone of proximal development or ZPD (a level of difficulty that's neither too hard nor too easy), their vocabulary practice is appropriate for their individual abilities.

The experience is highly motivating. Students enjoy taking the Vocabulary Practice Quizzes on the computer and are encouraged by the immediate feedback they receive. Perhaps most importantly, the vocabulary lists and quizzes generate interest and excitement in words and make it easy for you to create a word-rich environment that will lead to genuine, large-scale vocabulary growth.

How Vocabulary Words Are Chosen

We have identified 5, 10, or 15 vocabulary words for each of the most popular Accelerated Reader books. The number of words chosen varies because some books contain a richer vocabulary than others. To be selected, a word must meet at least one of the following criteria:

- At the reading level of the book or higher
- Used two or more times
- Significant to the meaning of the book
- Interesting and useful

Using Accelerated Reader Word Lists and Vocabulary Practice Quizzes

What Students Do

1. The student selects a book that is within her ZPD that she is interested in reading. She also receives and reads the list of vocabulary words for the book. She can get the list in one of three ways. The book may have a label on the inside cover listing the vocabulary words. The student may receive a bookmark with a list of the words when she checks out the book. Or the student can generate the list of words from the software. (See the next page for more information on labels and bookmarks.)
2. The student reads the book. She may keep the vocabulary words in mind as she reads, but she doesn't read to find the words.
3. After the student finishes the book, she reviews the word list. She may look up any word she doesn't know in the dictionary, consult the list of definitions that can be printed from the software, or figure out the meaning in some other way. (The ability to print a list of definitions is a teacher-controlled preference.)
4. The student first takes and passes the Accelerated Reader Reading Practice Quiz and receives a Reading Practice TOPS Report. The student then takes the Vocabulary Practice Quiz and receives a Vocabulary Practice TOPS Report. (See the example on page 6.) If the student doesn't pass the Reading Practice Quiz, she shouldn't take the Vocabulary Practice Quiz.
5. If the student answers a question incorrectly, the question is repeated the next time she takes a Vocabulary Practice Quiz. In all, a student gets two tries to answer a question correctly. When she does, the vocabulary word appears on her Words Learned Report. (See the example on page 7.)

What Teachers Do

Before adding vocabulary practice, be sure you have Accelerated Reader running efficiently. Next, set up routines for taking Vocabulary Practice Quizzes. Your classroom routine will include these steps:

1. Regularly monitor your students' vocabulary learning by reviewing TOPS Reports. We recommend that students take their Vocabulary Practice Quiz immediately after taking and passing the Reading Practice Quiz for the book. Thus, you can review the TOPS Reports for both quizzes at the same time.
2. Every week, run a Diagnostic Report—Vocabulary Practice to keep track of how your students are doing and to see whether any students are having problems. (See the example on page 8.)
3. As needed, run a Student Record Report, which provides detailed information on an individual student's performance. (See the example on page 9.)
4. Engage students regularly in activities that bolster vocabulary growth. For examples, see page 4.

Keep students focused on their Accelerated Reader goals. When students are reading books they choose at an appropriate ZPD, they will have the best opportunity to build a powerful vocabulary.

Individualize Vocabulary Practice

You may be tempted to use Vocabulary Practice Quizzes in a traditional way—by having all students read the same book and quiz on the same vocabulary words. Please be aware that this practice would not promote vocabulary growth. Vocabulary Practice Quizzes work best when students choose books based on their specific interests and individual reading level or ZPD. Thus different students will read different books and learn different vocabulary words. Because some students will be reading more books than others, the number of words each student learns will vary, too.

Labels and Bookmarks

Use the report titled Labels—Vocabulary List Report to print lists of vocabulary words for each book in your library. You or the librarian can paste the lists inside book covers. You can also use the report to create bookmarks containing the vocabulary words. These bookmarks can be used in the following ways:

- Print sets of bookmarks for each book in advance, and then give them to students when they check out the book. Students can use the bookmark to refer to vocabulary words as they read.
- As an incentive, give students the bookmark after they finish reading the book. Students can build collections of bookmarks filled with the words they know.

Word	Grade Level
ashamed	4
audience	5
audition	9
blurted	9
cast	4
informed	6
insulted	6
mumbled	4
national	4
relax	5

2 x 4 inch label

Review Words

In a review portion of each quiz, a student is retested on some of the words learned. The default setting in the software is for 20 percent of questions on a quiz to be on these “review words.” Review words are chosen randomly but do not include words that have appeared on a quiz within the previous two weeks. If a student incorrectly answers a question on a review word, she gets a second try on the next vocabulary quiz. Thus the student gets two tries at answering a question on a review word, just as she does on new words. If the student does not correctly define a review word after two tries, the word is removed from the Words Learned Report.

Words Learned Report

Be sure to let students use their Words Learned Report throughout the school year. The report shows all of the words a student has learned, and is a useful tool to support many vocabulary activities. It also helps increase motivation by showing students the variety of new words they have added to their vocabularies. An example of a Words Learned Report is on page 7.

Recommended Activities to Reinforce Learning

Vocabulary practice with Accelerated Reader gets students excited about words and fosters extensive vocabulary growth, but it is not a complete vocabulary program. Instructions and activities will also help your students develop a rich and varied vocabulary. Below we list activities that research suggests are most effective. Some of these activities reinforce your students' learning of words from vocabulary lists for the books they are reading. Some teach strategies for recognizing the meaning of any new word. Others are intended to create a motivating classroom environment.

Help students associate words with real-life experiences. Learning words that we encounter through real-life experiences is one of the most effective ways to increase vocabulary.

- Review and discuss key words whenever your class has taken a field trip, hosted a guest speaker, conducted an experiment, or taken part in any other group activity.
- Label items in your classroom, including special items you might bring in for a science or history lesson.
- Ask students to be on the lookout in real-life situations for the vocabulary words from their books. Ask them to report back to the class anytime they hear or see one of their words used.

Help students understand how words are related to one another. Associating new words with words and concepts students already know is an effective way to build vocabulary.

- Use semantic webs and other kinds of graphic organizers to make conceptual relationships visible. For example, select a word related to a topic or theme the class is studying, such as the word *friendship*. Have students individually brainstorm and compose a list of related words. Ask for responses, and organize the students' suggestions into categories on the board, such as emotions, people or animals, places, and opposites. As students read a story or do other work on the theme, have them continue to identify related words. Make sure that discussion is part of the process. Research shows that simply constructing graphic organizers without discussion is not effective.
- Ask students who have read the same Accelerated Reader book and are studying some of the same vocabulary words to work together on a graphic organizer like the one described above.
- Similarly, use graphic organizers to show how words are related morphologically or by "family," for example, *forgive*, *forgiven*, *forgiveness*, *forgivable*, and *unforgiving*.

Teach word structure. Understanding how words are structured can help students figure out the meaning of new words they encounter.

- Select a word from something you have been reading as a class that is made up of a root word plus a prefix or suffix—*unleashed*, for example. Write the word on the board and discuss its meaning. Have students think of other words that begin with the prefix *un-* or ask them to contribute words from their individualized Words Learned Report. Point out that *un-* indicates *not*.
- Students can do a similar activity using the words on their Words Learned Report. Have them look for a group of words that have the same prefix, suffix, or root, and then ask them to speculate on what that word part indicates. Be sure to discuss their answers.

Encourage students to use new words in meaningful ways. If students use new vocabulary words in their own speech and writing, they are more likely to remember them.

- Encourage students to look over their Words Learned Report before doing a writing assignment to see if there are any words that might be just right for their topic.
- Acknowledge and celebrate any time a student correctly uses a new vocabulary word—whether from a class list or their Words Learned Report—in class discussion or a piece of writing.

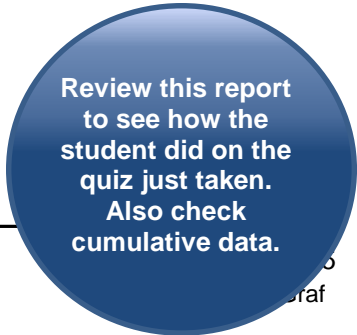
Promote the enjoyment of words. Simple, fun activities can go a long way toward helping students pay attention to and take pleasure in words.

- Create a Word Wall. In addition to posting words related to what the class is studying, use your WordWall to collect words that are funny, have a nice sound, or are simply interesting.
- Give students time to do word puzzles and play word games.
- Read aloud books that are particularly rich in words, like the Harry Potter books, or that use word play as part of the story, such as the Amelia Bedelia books and *The King Who Rained*.
- Share riddles, jokes, and puns.

Vocabulary Practice TOPS Report

Reprint for Tracy Norris

Printed Thursday, April 11, 2013 9:54:15 AM



School: Washington Elementary
Class: Language Arts 5

Wow, Tracy! You have answered 9 out of 10 questions correctly on the First-Try new words from the book There's an Owl in the Shower by Jean Craighead George and 1 out of 1 questions on the Second-Try words from the book McMummy by Betsy Byars.

Vocabulary Words

Quiz Date: April 11, 2013 9:54 AM

First-Try Words				Second-Try Words			
Book: There's an Owl in the Shower				Book: McMummy			
Correct		Incorrect		Correct		Incorrect	
Word	GL	Word	GL	Word	GL	Word	GL
fluttered	4	ancient	4	philosophy	11		
hesitated	4						
morsel	8						
normal	6						
peered	5						
perched	5						
ravine	8						
stubby	5						
suggested	4						

Sensational! You have answered 2 out of 2 review questions correctly.

Review Words							
Correct		Incorrect		Correct		Incorrect	
Word	GL	Word	GL	Word	GL	Word	GL
alley	4						
dusk	5						

School Year Summary

	Correct	Possible	%
First-Try New Words	89	95	94
Second-Try New Words	6	6	100
First-Try Review Words	13	14	93
Second-Try Review Words	1	1	100
Total Words Learned	95		

Monitor

Teacher

Comments:

^aIndicates second-try review word

This report lists the words a student has learned over a specified period of time. Seeing their progress motivates students to learn more words.

School: Washington Elementary

Report Options

Reporting Parameter Group: All Demographics [Default]
 Sort By: Grade Level
 Group By: Class

Norris, Tracy

Grade: 5 Class:
 ID: 2575 Language

Words Learned: 95

Words Possible: 101

Quizzes Taken: 10

Avg. Word Grade Level: 6.2

Word	GL	Word	GL	Word	GL	Word	GL
bizarre	11	guardian	7	^a catalogs	5	stubby	5
gullible	11	offended	7	comfortably	5	witness	5
unremitting	11	recalled	7	congratulations	5	worthy	5
versatile	11	thigh	7	crate	5	wreath	5
anonymous	10	warden	7	ditch	5	yanked	5
ambitious	10	astride	6	^b dread	5	accusing	4
ambitious	10	bellowed	6	^a dusk	5	^a alley	4
ambitious	9	desperately	6	exhausted	5	ancient	4
ambitious	9	distributed	6	furious	5	basement	4
ambitious	9	gallery	6	grove	5	beak	4
ambitious	9	hastily	6	hail	5	blade	4
ambitious	8	informed	6	innocent	5	doe	4
ambitious	8	involved	6	lack	5	fallen	4
ambitious	8	normal	6	litter	5	fluttered	4
ambitious	8	^a pageant	6	miracle	5	^a greenhouse	4
ambitious	8	refusal	6	mysterious	5	^b hesitated	4
ambitious	8	^a rummaged	6	^a peered	5	marble	4
ambitious	8	sacred	6	perched	5	mystery	4
ambitious	8	^a sagged	6	^a pod	5	solve	4
ambitious	8	tense	6	poisonous	5	suggested	4
ambitious	8	unfortunate	6	recite	5	swung	4
ambitious	7	weird	6	risky	5	thump	4
ambitious	7	admiration	5	splinter	5	^a trace	4
ambitious	7	alarmed	5	stoop	5		

Each word has an assigned grade level. Students are excited when they see they are learning words higher than their grade in school.

Summary

	First-Try			Second-Try			Overall		
	Correct	Possible	Percent	Correct	Possible	Percent	Correct	Possible	Percent
New Words	89	95	94	6	6	100	95	101	94
Review Words	13	14	93	1	1	100	14	15	93

^a Answered correctly in review

^b Appeared on more than one title

School: Washington Elementary

Reporting Per

This report gives you an overview of each student's performance, along with that of the class as a whole.

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Class

Class: Language Arts 5

Teacher: Graf, M.

Student	Total	New Words							Review Words						
	Words Learned	First-Try			Second-Try			Total	First-Try			Second-Try			Total
		Corr.	Poss.	%	Corr.	Poss.	%	%	Corr.	Poss.	%	Corr.	Poss.	%	%
Armstrong, Michelle	114	109	115	95	5	5	100	95	13	14	93	1	1	100	93
Arvizu, Vanessa	31	29	35	83	2	6	33	76	4	4	100	-	-	-	100
Barbosa, Chris	59	57	60	95	2	2	100	95	7	7	100	-	-	-	100
Chakraborty, Goutam	56	47	60	78	10	12	83	79	4	5	80	0	1	0	67
Jeffries, Bryan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Khuu, Bee	9	9	15	60	-	-	-	60	2	2	100	-	-	-	100
Lozano, Ignacio	24	18	25	72	6	7	86	75	3	3	100	-	-	-	100
Norris, Tracy	95	89	95	94	6	6	100	94	13	14	93	1	1	100	93
Riley, Emma	65	62	65	95	3	3	100	96	7	7	100	-	-	-	100
Wegner, Scott	46	40	50	80	6	8	75	79	4	5	80	1	1	100	83
Total	499	460	520	88	40	49	82	88	57	61	93	3	4	75	92
Average	50			84			85	83			94			75	93

School: Pine Hill Middle School

Reporting Period: 10/01/2012 - 11/02/2012

This report provides data on every quiz taken during a specified time period.

Johnson, Tim

Grade: 7
ID: TJOHNS

Class: 7th Hour Reading
Teacher: Jones, K.

Reading Practice – English

Date	Quiz Information					Questions			Points		ATOS BL
	☛ Number	Lang.	Title	F/NF	TWI	Corr.	Poss.	%	Earned	Poss.	
09/10/2012	113950	EN	Diary of a Wimpy Kid	F	I	10	10	100.0	3.0	3.0	5.2
10/01/2012	95	EN	Where the Red Fern Grows	F	I	10	10	100.0	11.0	11.0	4.9
10/08/2012	87344	EN	Camp Wild	F	I	10	10	100.0	2.0	2.0	4.9
10/22/2012	☛ 28081	EN	Holes	F	I	9	10	90.0	6.3	7.0	4.6
11/02/2012	☛ 367	EN	Hatchet	F	I	9	10	90.0	6.3	7.0	5.7
Quizzes Passed/Taken: 5/5								96.0	28.6	30.0	5.1 ²

The section below shows how the student has done with Vocabulary Practice Quizzes.

Vocabulary Practice

Date	Quiz Information			First-Try New			Second-Try New			Review Words			ATOS BL
	Number	Lang.	Title	Corr.	Poss.	%	Corr.	Poss.	%	Corr.	Poss.	%	
10/01/2012	95	EN	Where the Red Fern Grows	10	10	100	-	-	-	-	-	-	4.9
10/22/2012	28081	EN	Holes	8	10	80	2	2	100	-	-	-	4.6
11/02/2012	367	EN	Hatchet	9	10	90	1	1	100				5.7
Quizzes Taken: 3						90			100				5.1 ²

Literacy Skills

Date	Quiz Information					Questions			ATOS BL
	Number	Lang.	Title	F/NF	TWI	Corr.	Poss.	% Corr.	
10/01/2012	95	EN	Where the Red Fern Grows	F		10	12	83	4.9
10/22/2012	28081	EN	Holes	F		11	12	92	4.6
Quizzes Passed/Taken: 2/2								88	4.8 ²

☛ Recorded Voice Quiz

² Book level averages and word counts in summary are based on passed quizzes.