

# Building Vocabulary Practice Into Your Reading Renaissance Classroom

## New Vocabulary Features of Accelerated Reader

The Renaissance Place edition of Accelerated Reader promotes students' vocabulary development with two new features—word lists and Vocabulary Practice Quizzes for Accelerated Reader books. Each word list includes between 5 to 15 vocabulary words that are significant to the meaning of a particular book. Reviewing the list before reading a book helps students activate prior knowledge and make predictions. After reading a book, the Vocabulary Practice Quiz checks students' understanding of the vocabulary words from the book. These 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 during reading.
- Vocabulary practice should focus on words that are useful—words that students are likely to need in everyday conversation and 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.

## Contents

New Vocabulary Features of Accelerated Reader.....	1
Effective Vocabulary Practice: What the Research Says.....	1
Effective Vocabulary Practice with Reading Renaissance.....	2
Using Accelerated Reader Word Lists and Vocabulary Practice Quizzes.....	2
Recommended Activities to Reinforce Learning .....	4
Vocabulary Practice TOPS Report.....	7
Words Learned Report.....	8
Diagnostic Report—Vocabulary Practice.....	9
Student Record Report.....	10
Accelerated Reader Vocabulary Pronunciation Key.....	11

## Effective Vocabulary Practice with Reading Renaissance

With Reading Renaissance, you can give students vocabulary practice that's based on the research-proven strategies that work. In the Renaissance 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 not too hard or 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.

## Using Accelerated Reader Word Lists and Vocabulary Practice Quizzes

### What Students Do

1. The student selects a book 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 sidebar on page 3 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.

### 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 three or more times
- Significant to the meaning of the book
- Interesting and useful

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 with pronunciation 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; a sample pronunciation key for the definition lists is on page 11.)
4. The student first takes and passes the Accelerated Reader Practice Quiz and receives a TOPS Report. The student then takes the Vocabulary Practice Quiz and receives a TOPS Report. (See the example on page 7.) 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 8.)

### What Teachers Do

Before adding vocabulary practice, be sure you have Accelerated Reader and Reading Renaissance classroom practices running efficiently. Also make sure that you have a sufficient number of Vocabulary Practice Quizzes and that they match the selection of books in your library.

Next, set up routines for taking Vocabulary Practice Quizzes. We recommend that students take their Vocabulary Practice Quiz for a book immediately after taking and passing the Reading Practice Quiz on the book. Then you can review the TOPS Reports for both quizzes at the same time.

Once students have begun working with Vocabulary Practice Quizzes, your regular classroom routine will include the following steps:

1. Regularly monitor your students' vocabulary learning by reviewing TOPS Reports.
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 9.)

### Labels and Bookmarks

Use the Book Label Report to print lists of vocabulary words for each book in your library. You or the librarian can paste the list on the inside cover of each book. 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, 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.

#### Example of Bookmark

<b>Dear Mr. Henshaw</b>	
By: Cleary, Beverly	
Quiz No. 24	
BL 4.9    IL MG	
<u>Word</u>	<u>GL</u>
author	6
boring	5
diary	6
fictitious	10
grove	5
hauling	5
partition	8
refinery	9
retainers	8
sincerely	5

3. As needed, run a Student Record Report, which provides detailed information on an individual student’s performance. (See the example on page 10.)
4. Engage students regularly in activities that bolster vocabulary growth, such as the ones described below. You may also want to try one of our *Accelerated Vocabulary Power Lessons and Activities* books available for different grade levels.

As the school year goes on, continue to focus your students on their Accelerated Reader goals. When students are reading books they choose at an appropriate ZPD, they will have their best opportunity to build a powerful vocabulary.

## Recommended Activities to Reinforce Learning

Vocabulary practice during Reading Renaissance gets students excited about words and fosters extensive vocabulary growth, but it is not a complete vocabulary program. Instruction 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’re 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.

## 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 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 she takes. 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 student’s Words Learned Report.

## Vocabulary Practice Quizzes Individualize Reading 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, however, that this practice would not promote vocabulary growth. Vocabulary Practice Quizzes work best when *individualized*. That means that students choose books to read 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 vocabulary words each student learns will vary, too.

### **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 Reports. 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.

### **Words Learned Report**

Be sure to let students use their individual Words Learned Reports throughout the school year. The report shows all of the words the student has learned, and is a useful tool to support many vocabulary learning activities. It also helps increase student motivation by showing them the variety of new words they have added to their vocabularies. There is a sample Words Learned Report on page 8.

**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 Reports before they do 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 Reports—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 Word Wall to collect words that are funny, “cool,” 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.

Accelerated Reader, AR, Better Data, Better Learning, Power Lessons, Reading Renaissance, Renaissance, Renaissance Learning, and the Sunburst design are registered trademarks of Renaissance Learning, Inc. TOPS is a common-law trademark of Renaissance Learning, Inc.

© 2002 by Renaissance Learning, Inc.  
All rights reserved. Printed in the United States of America.

This publication is protected by U.S. and international copyright laws. It is unlawful to duplicate or reproduce any copyrighted material without authorization from the copyright holder. If this publication contain pages marked “Reproducible Form,” only these pages may be photocopied and used by teachers within their own schools. They are not to be reproduced for private consulting or commercial use. For more information, contact:

Renaissance Learning, Inc.  
P.O. Box 45016  
Madison, WI 53744-5016  
(800) 200-4848  
www.renlearn.com

7/04

Accelerated Reader®  
**Vocabulary Practice TOPS Report**  
**For Terry Nelson**

Monday, March 25, 2004, 2:45:34 PM

Review this report to see how the student did on the quiz just taken. Check the cumulative data for the school year.

ABC Elementary

Class: Fourth Grade  
 ID:

Teacher: Mr. Williams  
 Grade: 4

Wow, Terry! You correctly answered 9 out of 10 questions on quiz 10641 for the book There's an Owl in the Shower by Jean Craighead George and 1 out of 1 questions on quiz 11479 for the book McMummy by Betsy Byars.

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

Outstanding! You correctly answered 2 out of 2 review questions.

Review Words			
Correct		Incorrect	
<u>Word</u>	<u>GL</u>	<u>Word</u>	<u>GL</u>
alley	4		
dusk	5		

\*Indicates second-try review words

Summary	School Year		
	Correct	Possible	Percent Correct
First-Try New Words	85	95	94%
Second-Try New Words	6	6	100%
First-Try Review Words	13	14	93%
Second-Try Review Words	1	1	100%
<b>Total Words Learned</b>	<b>95</b>		

\_\_\_\_\_  
 Monitor Signature

\_\_\_\_\_  
 Teacher Signature

Comments:

Counts every word the student defined correctly on the first or second try.

## Accelerated Reader® Words Learned Report For Terry Nelson

Friday, March 22, 2004, 2:25:27 PM

This report lists the words a student has learned over a specified time period. Use to acknowledge students' progress and encourage them to continue learning new words.

ABC Elementary

Class: Fourth Grade

Teacher: Mr. Williams

**Words Learned: 95    Words Possible: 95    Quizzes Taken: 10    Average Word Grade Level: 6.2**

Word	GL	Word	GL	Word	GL	Word	GL
bizarre	11	blunt	7	admiration	5	stubby	5
commune	11	* commotion	7	alarmed	5	witness	5
gullible	11	guardian	7	* catalogs	5	worthy	5
philosophy	11	offended	7	comfortably	5	wreath	5
* unremitting	11	recalled	7	congratulations	5	yanked	5
versatile	11	thigh	7	crate	5	accusing	4
anonymous	10	warden	7	ditch	5	* alley	4
coroner	10	astride	6	# dread	5	ancient	4
sac	10	bellowed	6	* dusk	5	basement	4
detention	9	desperately	6	exhausted	5	beak	4
injustice	9	distributed	6	furious	5	blade	4
intently	9	gallery	66	grove	5	doe	4
* luminous	9	hastily	6	hail	5	fallen	4
aghast	8	informed	6	innocent	5	fluttered	4
baffled	8	involved	6	lack	5	* greenhouse	4
bison	8	normal	6	litter	5	# hesitated	4
budget	8	* pageant	6	miracle	5	marble	4
faculty	8	refusal	6	mysterious	5	mystery	4
morsel	8	* rummaged	6	* peered	5	suggested	4
* ravine	8	sacred	6	perch	5	thump	4
scandal	8	* sagged	6	* pod	5	* trace	4
solemnly	8	tense	6	risky	5		
sponsor	8	unfortunate	6	splinter	5		
asylum	7	weird	6	stoop	5		

Words that were on quizzes for several different books are listed only once, but marked with # sign.

### Summary

	First-Try			Second-Try			Overall		
	Correct	Possible	Percent	Correct	Possible	Percent	Correct	Possible	Percent
New Words	85	95	94	6	6	100	95	101	94
Review Words	13	14	93	1	1	100	14	15	93

Each word has an assigned grade level. Students are excited to see they're learning words above their grade level.

\* Given in review

# Appeared on more than one quiz

+ Multiple definitions for learned word

Accelerated Reader®  
**Diagnostic Report – Vocabulary Practice**

Thursday, April 4, 2002, 3:09:36 PM  
 Report Period: 08/26/01 – 4/04/2002 (All data)

This report provides a snapshot of every student and the class as a whole. Review weekly to monitor students' vocabulary practice.

ABC Elementary

Class: Fourth Grade

Teacher: Williams, Richard

Student Name	Total Words Learned	New Words						Review Words							
		First-Try			Second-Try			Total %	First-Try			Second-Try			Total %
		Corr.	Poss.	%	Corr.	Poss.	%		Corr.	Poss.	%	Corr.	Poss.	%	
Brandl, Mitch	89	81	90	90	8	9	89	90	10	12	83	2	2	100	86
Fox, Emily	75	64	80	80	11	11	100	82	14	14	100	--	--	--	100
Jacobs, Eric	69	49	70	70	20	20	100	77	7	8	88	1	1	100	89
Khang, Mei	88	76	90	84	13	14	93	86	10	11	91	0	1	0	83
Lewis, Derek	70	70	70	100	--	--	--	100	11	11	100	--	--	--	100
Nelson, Terry	95	89	95	94	6	6	100	94	13	14	93	1	1	100	93
<b>Total</b>	<b>486</b>	<b>429</b>	<b>495</b>	<b>87</b>	<b>58</b>	<b>60</b>	<b>97</b>	<b>88</b>	<b>65</b>	<b>70</b>	<b>93</b>	<b>4</b>	<b>5</b>	<b>80</b>	<b>92</b>
<b>Average</b>	<b>81</b>			<b>86</b>			<b>96</b>	<b>88</b>			<b>93</b>			<b>75</b>	<b>92</b>

# Accelerated Reader® Student Record Report

This report details student performance on each quiz taken during a specified period.

Day, mm/dd/yyyy, 00:00 AM  
Report Period: 08/26/01 – 10/27/01 Marking Period One

ABC Elementary

Fox, Emily	ID: 1953	Grade: 5
Class: Fourth Grade		Teacher: Garcia, Mike

## Reading Practice - English

Quiz No.	Lang.	Title	Questions		% Corr.	BL	F/NF	TWI	Points		Date
			Corr.	Poss.					Earned	Poss.	
14795	EN	Poppy	10	10	100	4.5	F	I	4.0	4.0	2/20/2001
10758	EN	Buffalo Brenda	8	10	80	4.4	F	I	5.6	7.0	2/10/2001
11	EN	Bridge to Terabithia	7	10	70	4.6	F	I	3.5	5.0	12/3/2001
10663	EN	Encyclopedia Brown Takes the	10	10	100	4.2	F	I	1.0	1.0	1/19/2001
5440	EN	Shiloh	10	10	100	4.4	F	I	4.0	4.0	1/12/2001
19	EN	Charlotte's Web	9	10	90	4.4	F	I	4.5	5.0	11/1/2001
231	EN	The Indian in the Cupboard	8	10	80	4.6	F	I	4.8	6.0	10/22/2001
10641	EN	There's an Owl in the Shower	9	10	90	4.3	F	I	2.7	3.0	10/12/2001
11479	EN	McMummy	8	10	80	4.2	F	I	3.2	4.0	10/1/2001
10203	EN	The Dark Stairs	9	10	90	3.9	F	I	2.7	3.0	9/18/2001
<b>Total</b>		<b>Passed/Taken: 10/10</b>			<b>88.0</b>	<b>4.3*</b>			<b>36.0</b>	<b>42.0</b>	

## Vocabulary Practice

Quiz No.	Lang.	Title	BL	New Words			Review Words			First-Try Date			
				First-Try Corr.	First-Try Poss.	%	Second-Try Corr.	Second-Try Poss.	%		Corr.	Poss.	%
14795	EN	Poppy	4.5	10	10	100	--	--	--	--	--	--	2/20/2001
10758	EN	Buffalo Brenda	4.4	9	10	90	1	1	100	--	--	--	2/10/2001
11	EN	Bridge to Terabithia	4.6	9	10	90	1	1	100	--	--	--	12/3/2001
10663	EN	Encyclopedia Brown Takes the	4.2	5	5	100	--	--	--	--	--	--	1/19/2001
5440	EN	Shiloh	4.4	10	10	100	--	--	--	2	2	100	1/12/2001
19	EN	Charlotte's Web	4.4	9	10	90	1	1	100	2	2	100	11/1/2001
231	EN	The Indian in the Cupboard	4.6	9	10	90	1	1	100	1	1	100	10/22/2001
10641	EN	There's an Owl in the Shower	4.3	9	10	90	1	1	100	2	3	67	10/12/2001
11479	EN	McMummy	4.2	9	10	90	1	1	100	4	4	100	10/1/2001
10203	EN	The Dark Stairs	3.9	10	10	100	--	--	--	3	3	100	9/18/2001
<b>Total</b>		<b>Words Learned: 95</b>				<b>94</b>			<b>100</b>			<b>93</b>	

## Report Summary

	Students Who took Quizzes	Quizzes		Percent Correct
		Passed	Taken	
Reading Practice	English	1	10	88.0
Vocabulary Practice	All Languages	1	10	95.8

Look at this section to see how the student is doing on Vocabulary Practice Quizzes.

\*Book Level averages are based on passed quizzes.

# Recorded Voice Quiz

Accelerated Reader®  
Pronunciation Key

This report provides a key to the pronunciation symbols used on the vocabulary lists for students' books. Explain the key to your students and give them each a copy or post it in the classroom.

<u>Consonants</u>	<u>Examples</u>	<u>Vowels</u>	<u>Examples</u>
b	bed	ă	bad
ch	chalk, catch, question	â	hate
d	drawer, could	âr	care, hair, wear
f	fish, rough, graph, calf	ä	father, are
g	great, guest	ě	fetch, head
h	happy	ē	be, seat, receive
hw	where	ĭ	sit, dessert
j	jump, giraffe, bridge	ī	slide, pie
k	ankle, cat, rack, chasm, quiche	îr	pier, hear, miracle
l	lemon, needle	ö	hot, conscious
m	rhyme, hymn, tomb	ô	hope, boat, row
n	nice, know, gnat	ô/ôr	caught, raw, for, war
p	pet	oi	noise, boy
r	red, wrist, rhyme	ö	book
s	sister, cent, psalm, science	oo	tool
t	toy, debt, thyme, receipt	ou	found, how
th	think	ů	cup, rummage
th	than	ûr	fur, heard
v	savage	yoo	cute, beautiful
w	with, while	ə	afar, capable, us
y	yes	ər	father, fir
z	zebra		
zh	leisure, genre		
sh	shut, motion, chandelier, issue		