

BrightFish Reading

Data Chat Guide: Vocabulary



Let's Take a Closer Look

BrightFish Reading

- What are the key components of the program ?
- What are the student activities for this skill area?
- How do I monitor student progress?
- How do I intervene when students are struggling?

Key Components

Build Word Recognition, Fluency, Vocabulary and Comprehension Skills

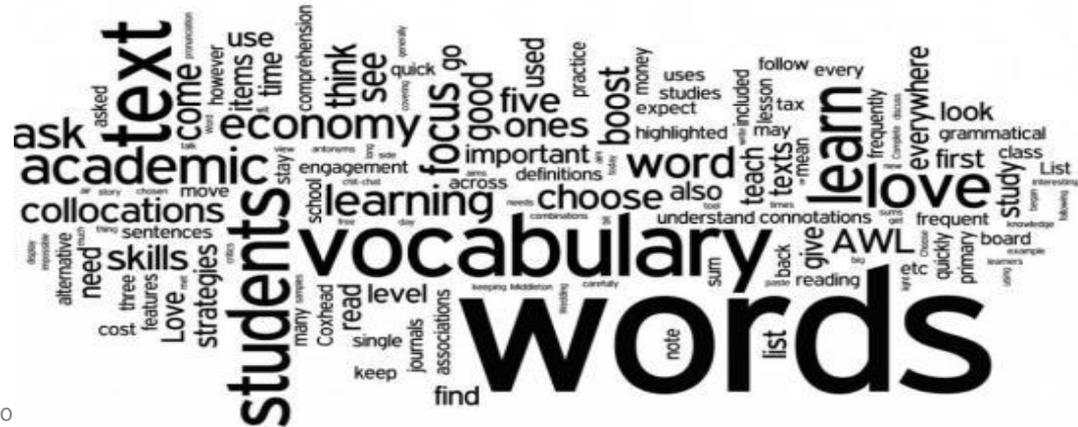
- Comprehensive **fluency** practice that builds reading proficiency
- Direct **vocabulary** instruction that links to comprehension
- Scaffolded **comprehension** instruction that leads to independent reading
- **Writing** instruction that reinforces the reading-writing connection

Why is vocabulary important?

- Vocabulary is critical at higher grades, when content-area instruction becomes central to success (Balajthy, 2010)
- Reading comprehension and vocabulary are strongly connected – limited word knowledge prevents students from understanding a text
- Stronger vocabulary → greater reading comprehension → greater success in all areas of study that use text

How many words?

- Nagy and Anderson (1984) estimated that the average child enters first grade knowing some **6,000 words**, rising to about **45,000** by high school graduation – learning an average **3,000 words per year**
- White, Graves, and Slater (1990) estimate that low-achieving students learn **1,000** words a year



The 4th grade slump

Why do below-average readers experience a decline in comprehension by middle school?

- In K-3, the primary learning task is the recognition and decoding of words familiar in everyday language
- In 4th grade and above, less common, technical or abstract words, and context come into play
- Students with low exposure to a wide range of words will struggle with comprehension as material increases in difficulty in the upper grades

Developing Vocabulary

What Should Quality Instruction Include?

- Definitions and multiple examples of contextual use
- Multiple exposures to a word in different contexts
- Visualization: Images and short animations
- Encouragement of students' active participation in their word learning
 - Use target words in sentences
 - Sort similar and opposite words
 - Connect new meanings to prior knowledge

How BrightFish helps build vocabulary

- For each story, key words are taught explicitly with definitions, images and short animations to help students visualize the meaning
- Word definitions relate to usage in the corresponding passage
- Students see examples of usage, sort words into graphic organizers and use words in a sentence
- Goal of explicit, direct instruction: students will recognize the word in the story and understand its meaning

Activity #1: Definition and Applying Knowledge



astounded

HINT: Student can click on the play icon to hear the pronunciation of the word

Definition: Astounded is to be greatly shocked or surprised. For example: I was astounded by how tall my cousin Vince had gotten since I had seen him last. My entire family was astounded when I won the lottery.

HINT: Student can refer to the illustration and definition when completing the questions below.



Which sentence uses "astounded" best?

- Mia was astounded by the beautiful ring that Alec presented her when he asked her to marry him.
- I was astounded that my favorite black pants were dirty today.
- I am astounded that I have to go to school tomorrow.
- The haunted house was astounded.

CHECK ANSWER

Question 1 Part 1
Check Answer

Question 1 Part 2
Check Answer

Activity #2: Sorting Similar and Opposite Words

astounded

Definition: Astounded is to be greatly shocked or surprised. For example: I was astounded by how tall my cousin Vince had gotten since I had seen him last. My entire family was astounded when I won the lottery.

Drag and drop similar words into the box on the left and opposite words into the box on the right.

Click on a word to see the definition.

What is a "Synonym" and "Antonym"? 

astounded

Synonyms	Similar words	Antonyms	Opposite words
<div style="border: 1px solid black; padding: 5px; display: inline-block;">surprised</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 10px;">amazed</div>			

Drag and drop the correct words in the box you choose

expected

bored

astonished

calmed

 0 Points , 3 retries

DEFINITION: amazed

amazed



- to surprise or puzzle very much

Example: His skill with the ball amazed us.

HINT: Students should always refer to the definition located at the top of the page for reference when completing the diagram.

Activity #3

Fill in the Blanks

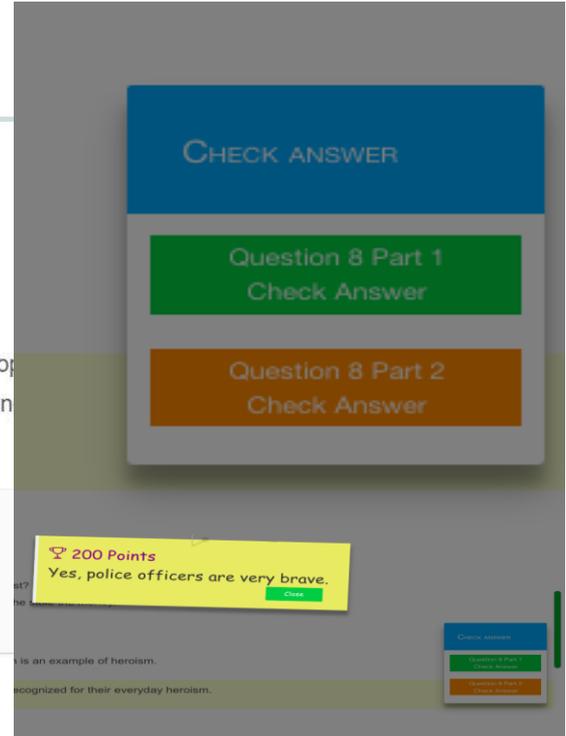
Fill in the blanks.

- a) I was [1] when I won the school spelling bee.
- b) Andrew was astounded to his family fortune.
- c) Levi was legendary at his school for his exploits on the football field.
- d) Mary spent hours at the library reading old [4].
- e) The soldier came back to his village to share stories of his [5].
- f) John always demonstrates acts of [6], like opening doors for people.
- g) Oksana won an award for literature after she saved a boy from drowning.
- h) They had dinner on the patio, watching the heir sunset.

conquests glorious chivalry heroism

Reset

HINT: If an answer is incorrect students can drag and drop words from one sentence to another. Or answers can be reset to the starting position if the student wants to start fresh.



Activity #4: Apply the Vocabulary

Question 10 of 10

← Previous

→ Next

☰ Review

✉ ⓘ Save and Exit

Apply the vocabulary. Write your own sentences using the words shown below. Make sure to follow standard sentence structure, using capitals, punctuation and correct spelling.

Astounded

Part 2 of 8

[Video tutorial - how do I write a complete sentence?](#)

Heir

HINT: If students need to refer back to the definition in order to write their sentence, they can click on the word to reveal the definition. When they click in the box to write their sentence, the answer box will disappear.

Activity 4: Apply the Vocabulary

Question 10 of 10

← Previous → Next

Review

Save and Exit

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Astounded

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[Video tutorial - how do I write a complete sentence?](#)

Heir

HINT: Students can review questions following data chats by using the Review button.

Vocabulary Logs

- Students can review/revisit learned words from the stories they have read
- Access the words and definition from the review link
- During data chats students ask students to record any words they missed
- Encourage students to use a spiral notebook during class time to take note of any problem words

[← Return to Question](#)

QUESTION

ANSWERED

Question 1

YES

[View](#)

Question 2

YES

[View](#)

Question 3

YES

[View](#)

Question 4

YES

[View](#)

Select the story to review.

Click on Vocabulary Tile and click on "View" to see a question.

Viewing Completed Questions

Viewing Progress in Vocabulary

Hold Your Horses	Word Fluency 🏆	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays 🏆	Top Learning Objectives Missed
Story/Level						
✓ Hold Your Horses/Gr3	86% 2.9sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	25% <input type="checkbox"/>	78% <input type="checkbox"/>	92% <input type="checkbox"/> +	50% <input type="checkbox"/> +	3.L.4 3.L.5 3.L.6
✓ Hold Your Horses/Gr3	95% 2.0sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	32% <input type="checkbox"/>	44% <input type="checkbox"/>	50% <input type="checkbox"/> +	50% <input type="checkbox"/> +	3.L.4 3.L.5 3.L.6
✓ Hold Your Horses/Gr3	99% 1.9sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	39% <input type="checkbox"/>	89% <input type="checkbox"/>	44% <input type="checkbox"/> +	100% <input type="checkbox"/> +	3.L.4 3.L.5 3.L.6
✓ Hold Your Horses/Gr3	99% 2.0sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	47% <input type="checkbox"/>	100% <input type="checkbox"/>	75% <input type="checkbox"/> +	100% <input type="checkbox"/> +	3.RI.1 3.RI.2 3.RI.4
✓ Hold Your Horses/Gr3	98% 2.4sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	56% <input type="checkbox"/>	100% <input type="checkbox"/>	59% <input type="checkbox"/> +	100% <input type="checkbox"/> +	3.RI.1 3.RI.4
✓ Hold Your Horses/Gr3	98% 1.6sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	69% <input type="checkbox"/>	89% <input type="checkbox"/>	69% <input type="checkbox"/> +	100% <input type="checkbox"/> +	3.RI.1 3.RI.2 3.RI.4
✓ Hold Your Horses/Gr3	97% 1.6sec <input type="checkbox"/> + <input type="checkbox"/> 🏆	42% <input type="checkbox"/>	78% <input type="checkbox"/>	75% <input type="checkbox"/> +	50% <input type="checkbox"/> +	3.L.4 3.L.5 3.L.6

The Vocabulary column displays scores from the usage and synonym/antonym activities. The Word Usage column shows the written work. Click on the percentage to see the questions, responses and number of “tries” to get it right. **HINT: Review those questions during your 1:1 data chats.**

Vocabulary Extension Activities

1. Assign vocabulary worksheets – discuss answers.
2. Ask students to write the vocabulary words and the definitions from their BrightFish stories.
3. Divide students into 2 groups. Give the definition of a word/student has to say the word and write it on the board. Next student uses the word in a sentence. Teams collect points.
4. Ask students to bring in articles from magazines, newspapers, etc. and highlight the vocabulary words from the BrightFish word list.
5. Ask students to write their own story using the BrightFish word list.

Hint: Find the stories and word lists in the [resource center](#).

Teacher Intervention

Change Story Level

Teacher Intervention #1: Move student down to a lower story level

- Change the story levels IF:
 - student is scoring below 50% in 2-3 consecutive stories
 - Student is showing no improvement after data chat
 - Students may benefit from working on an easier set of words at a lower grade level
 - Change story levels in the Class Roster

Student Progress Report

Menu  Reports

- Quizzes
- Classes
- Students
- Reports**

Stories currently being worked on

Student Progress ▾ 601 - Intensive

Student Progress Student A-Z

Class Progress Select:

Time on Task

Assessments (Cloze)

Evaluating Student Progress

Assigned Grade(s): 5, 6

Current Story

Story	Level	Lexile	Points / Total points	Trophies / Total trophies	Time
Colossal Coaster	5	820L	4,750 / 15,500	48 / 66	17 min

Stories completed and/or in progress Showing assigned grades

Story/Level	Word Fluency	Vocabulary	Vocabulary Word Usage	Comprehension	Comprehension Essays	Top Learning Objectives Missed
Medieval Legend / Lvl 5	Not started	Not started	Not started	Not started	Not started	
Colossal Coaster / Lvl 5	97% 1.2sec + 	Not started	Not started	In progress + 	Not started	-
Niagara Falls / Lvl 5	94% 1.1sec + 	77%	88%	55% + 	100% + 	5.L.1 5.L.2 5.L.3
Spotted Hyenas / Lvl 6	95% 1.4sec + 	58%	67%	65% + 	32% + 	6.L.1 6.L.2 6.L.3
Rogue Waves / Lvl 6	94% 1.7sec + 	25% 	38% 	41% + 	80% + 	6.L.1 6.L.2 6.L.3

Hint: A screen that has a lot of red boxes indicates that a student is having difficulty and requires your attention. These students are the priority for data chats.

Data Chat Guide

Data Chats offer teachers and students the opportunity to review progress in BrightFish

- Chats can occur at any time during the school day. Many teachers prefer to use the beginning of a class period to work with individual students and review their performance using the Student Progress page.

When meeting with a student, together you can:

1. Assess the Problem
 - View the Current Story and the progress of the student.
 - View the type of errors made. Have the student state the type of error he/she is making.
 - Determine if the student understands the task at hand.
2. Plan an Intervention together.
3. Observe and evaluate the effectiveness of the intervention – continue to monitor the student’s progress.

Fidelity Checklist

- Have goals been set?
- What does the classroom/lab environment look like?
- Have you scheduled computer and instructional time?
- Are you achieving at least 30 minutes of TOT per week?
- Are you monitoring student training data?
- What strategies are you using to assist students?
- Do you have a motivation program in place outside of BrightFish Reading?

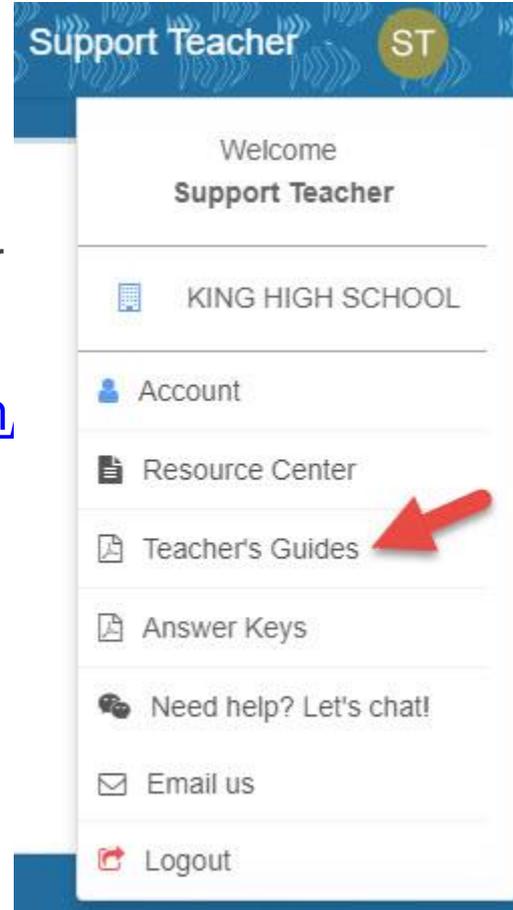
Worksheet Templates

Worksheet Guidelines

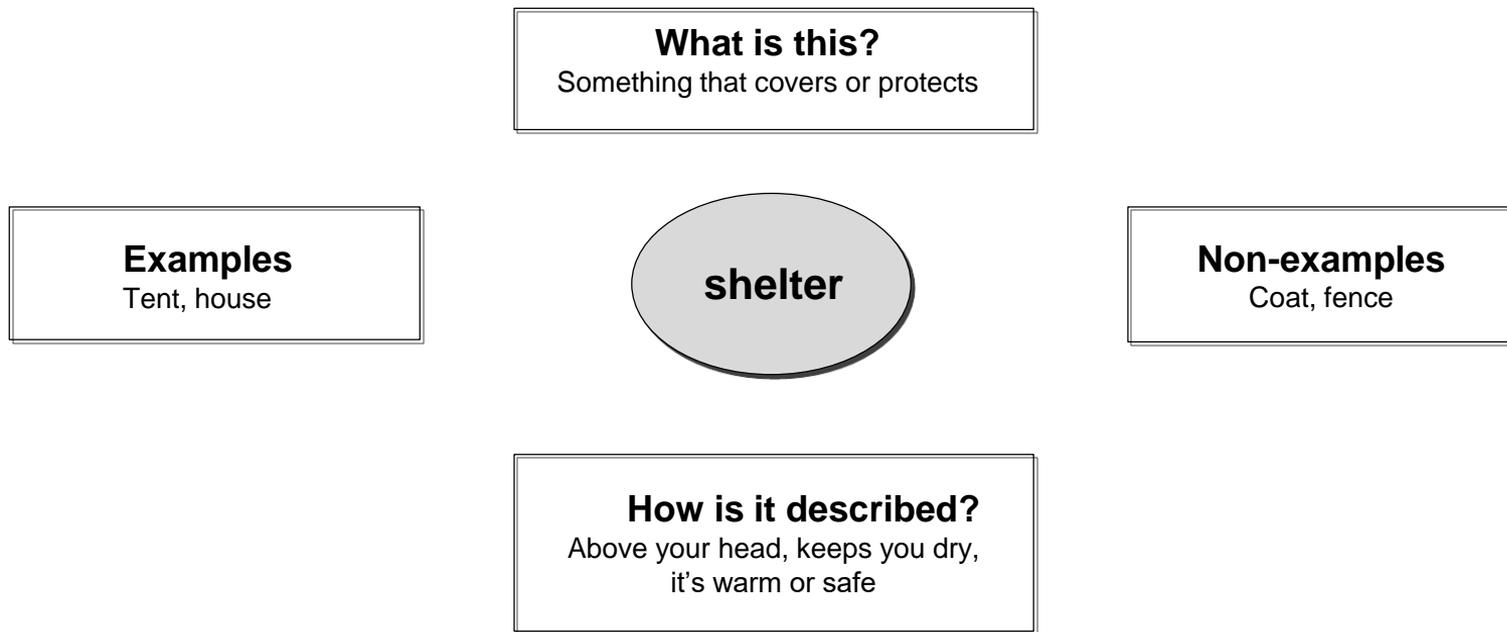
- Worksheets can be downloaded from the Teacher's Guides section of your school's BrightFish teacher dashboard or online at:

<https://www.brightfishlearning.com/brightfish-hcps-teachers-guides/>

- Sample worksheets and checklists with "how to use" guidelines are provided in this section



Word Definition Map – Sample



How to use this tool: Word maps can be used when constructing sentences in the “apply the vocabulary” activity in BrightFish stories. It help students visually think about terms or concepts when writing sentences with appropriate context.

Knowledge Rating Checklist

Level 6 Story: Rogue Waves

Key Word	Can define	Have seen/heard	Don't know
Enormous			
Powerful			
Existed			
Rogue			
Overwhelmed			
Immense			
Frequently			

How to use this tool: Knowledge Rating Checklists are a strategy for assessing students' prior knowledge about a term by having them score themselves on how well they know the vocabulary. This activity can be done prior to completing activities in BrightFish and can be revisited after a story unit is complete. Students can complete this checklist independently or as a group.

Vocabulary Worksheets

Extension Activities

- Covers vocabulary concepts not included in BrightFish Reading direct instruction
- Can be incorporated as offline lessons at any time



Name: _____

Intermediate Level I Roots and Affixes

Score: /25

The **root** is the most basic form and meaning of a word.

Affixes are additions to root words that form new words in order to change the meaning. There are two types of affixes: prefixes and suffixes. A **prefix** is added to the beginning of a root word. A **suffix** is added to the end of a word. For example: Add the prefix "semi" to the root word "final" to form "semifinal." The meaning changes from "last" to "second last." Add the suffix "less" to the root word "care" to form "careless." The meaning changes from "attention and regard" to "indifferent and without care."

Activity #1 (5 points): The following words contain a root and one or more affix. Circle the **root** of each word.

younger	scolded	unwavering	building	classmates
forgotten	unbearable	discussed	overheard	wonderful

Activity #2 (10 points): Add a **prefix** to each **bolded** word to complete the sentence. Select from the prefixes in the box below to fill in each blank. Careful, some are decoys!

grand	im	over	mis	fore	anti	re	un
under	sur	en	em	dis	in	de	inter