



Welcome to *Wordly Wise i3000*™

We have to stop thinking of vocabulary as a supplemental activity. We must put it where it belongs, at the very core of the curriculum.

—Ken Hodkinson

Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.¹

—Marilyn Jager Adams

For over fifty years, *Wordly Wise* has provided students with systematic, direct instruction in academic vocabulary. Research has proven that a rich and varied vocabulary provides a critical foundation for reading comprehension and academic achievement, which is why rigorous state and national standards have intensified efforts by educators to deliver more robust vocabulary instruction for students.

To meet the needs of students and teachers in today's classrooms, *Wordly Wise i3000*™ was developed to provide more robust vocabulary instruction in a social platform that supports collaborative learning. Like the new print *Wordly Wise 3000*® 4th edition, it places increased emphasis on building independent vocabulary acquisition skills, such as determining meaning from context, and extends vocabulary learning with activities that center on key, high-value academic words found across all content areas.

The practice activities in *Wordly Wise i3000* deeply embed words and meanings in students' long-term memory. This prepares students for activities in which they apply new word knowledge in a variety of creative and engaging ways, including writing their own sentences, visually representing word meanings, and sharing their ideas with classmates.

Wordly Wise i3000 provides a comprehensive digital solution for vocabulary that delivers the same rigorous, high-quality, flexible instruction that teachers and students have always relied on from *Wordly Wise*, while offering motivating social sharing opportunities and resources for differentiation to meet the needs of today's increasingly diverse classrooms.

How *Wordly Wise i3000* Helps Build Academic Vocabulary

Wordly Wise i3000 focuses on improving students' vocabulary by furthering their understanding of new words and concepts as well as strengthening their independent vocabulary acquisition skills. Studies have shown that reading comprehension and vocabulary knowledge are strongly correlated,² and researchers have found that word knowledge in primary school can predict how well students will be able to comprehend the texts they read in high school.³ Limited vocabulary prevents comprehension. As text complexity increases, the need for a more extensive academic vocabulary rises.

Poor readers often read less because reading is difficult and frustrating for them. They may not read widely enough to increase their knowledge of academic vocabulary, which could help them comprehend more. This perpetuating cycle means that as students continue through middle school and high school, the gap between good and poor readers grows wider.

The good news is that direct vocabulary instruction can help break this cycle of failure. We know that good readers acquire much of their vocabulary indirectly—through wide independent reading. However, direct, explicit instruction can help students learn enough words to become better readers and thus acquire even more words as a result of reading.

Direct vocabulary instruction is useful for students at all levels, but it is particularly useful for students who have a limited English vocabulary or little exposure to incidental vocabulary learning outside of school. We know that students come to school with vastly different vocabularies and different levels of exposure to academic words. However, arriving in class with a limited vocabulary does not predict failure—it only highlights the need for direct and systematic academic vocabulary instruction in the school. As one researcher put it, "If we are serious about 'increasing standards' and bringing a greater proportion of schoolchildren to high levels of academic accomplishment, we cannot continue to leave vocabulary development to parents, chance, and highly motivated reading."⁴

Experts emphasize that vocabulary development is an attainable goal. If given the systematic opportunity to learn new words via effective direct instruction, most students can acquire vocabulary at rates that will improve their comprehension. This enables them to read increasingly complex texts with fluency, setting the foundation for college and career readiness.

On average, students learn about 3,000 words per year, all told, or six to eight words per day—a remarkable achievement! If students are taught new words at a rate of eight to ten words per week for 37 to 50 weeks, about 300 to 500 words per year can be taught through direct instruction.⁵ This still leaves a large portion of words to be learned incidentally. Although the percentage of words learned through direct instruction may seem small, it is significant. Stahl has pointed out that for students at the lower end of the vocabulary range, who learn perhaps 1,000 words a year, a gain of 300 words equals a 30 percent increase, and that for average students, a gain of even 10 percent is educationally significant—especially if it is repeated year after year.⁶ Experts agree that a combination of direct instruction of word meanings, discussions about words and word parts, and encouragement of wide reading is the best way to help students develop vocabulary.

Teaching the Words that Matter Most

Equally important to the sheer number of words students learn is the kinds of words they learn. Regardless of how many words students know upon entering school, most of them will have sufficient vocabulary for everyday tasks such as playing with peers and watching television. These are the words renowned vocabulary researcher Beck and her colleagues identify as Tier One words in their three-tier model.⁷ But to do well in school, they must know the language of school—the words they find in books, from novels to textbooks, in online articles, and on tests. School, or academic, language—Beck’s Tier Two words—also includes general instructional language, such as *summarize* and *develop*, as well as the words used in outside reading and those that are liable to have utility across various fields of study. Tier Two words are likely to have the most direct impact on students’ academic lives. In addition to this general academic language, students also need content-area specific language. These are Tier Three words, and they are taught most effectively within the context of a content area, such as science or social studies. As Stahl and Nagy say, “The language of conversation, and of television, simply is not adequate preparation for the language that students will encounter in their texts.”⁸

Wordly Wise i3000 is designed to teach primarily Tier Two words with a healthy smattering of Tier Three words. In *Wordly Wise i3000*, specific Tier Two words that occur most frequently across academic disciplines are given special attention, as are words with roots and affixes that are common in academic texts.

The *Wordly Wise i3000* Approach to Vocabulary Instruction

What is the best way to teach students to acquire words? Best practice indicates that effective vocabulary instruction should include:

- both definitional and contextual information about a word;
- multiple exposures to the word in different contexts;
- encouragement of students’ active participation in their own word learning.⁹

Traditionally, vocabulary instruction has not been instruction at all, but has consisted of students looking up words in a dictionary and memorizing them. This approach rarely leads to true understanding or retention of word meanings. Students who simply memorize definitions frequently have trouble applying the information and often make mistakes about the meanings.¹⁰

Word meaning is highly contextual, and word knowledge is built incrementally. To know a word, students need to encounter it multiple times, in several contexts. An approach that includes definitions as well as exposure to words in context generates a full and flexible knowledge of word meanings. When students are given several sentences in which a word is used in different ways, they begin to see how a word’s meaning can change and shift depending on its context.

For example, consider the word *got* as it appears in the following sentences:

Joseph got a cold.

Joseph got rich.

Joseph got a note from Krishna.

Krishna got in trouble.

Although in most of these examples, *got* conveys the idea of receiving, the meaning is slightly different in each one. Based on the concept that students need to see words in different contexts to learn them, each lesson provides definitions of the vocabulary words—some with multiple meanings—and several examples of their use in context, as well as exercises in which they can be applied.

Context helps students make connections between and among words, and these connections can deepen understanding. For example, students may have difficulty understanding the definition of the word *symbol* (Level 4, Lesson 15), because it is an abstract concept that is difficult to define. However, after reading the lesson's passage about the bald eagle, America's symbol, and reading the vocabulary word in context, students understand the word's meaning in a much more concrete way. Students begin to develop a deeper knowledge of the word as they think about what the bald eagle symbolizes and consider other symbols they are familiar with.

Students may think they know the meanings of words when they only have a partial understanding. The more exposure students have to a word in a variety of contexts, the more likely it is that they will know it well and deeply. Each lesson in *Wordly Wise i3000* asks students to use and apply several of the lesson's words in different and increasingly sophisticated contexts as they complete the exercises.

Active Application of Word Knowledge

Students remember words better when they connect new meanings to knowledge they already have and use words to express their ideas. This type of active processing occurs when students work with words in some of the following ways: producing antonyms and synonyms; rewriting definitions; identifying examples and non-examples; creating sentences; and using more than one new word in a sentence.¹¹

Students using *Wordly Wise i3000* also apply vocabulary knowledge to create or upload symbols or images that represent word meaning, a strategy endorsed by noted researcher Robert Marzano and widely viewed as a best practice for vocabulary learning.

Each activity in *Wordly Wise i3000* reinforces definitional or contextual information about the words and gives students a chance to own the words for themselves. Activities that require students to apply word knowledge develop a richer, deeper, and more flexible knowledge of words.

Wordly Wise i3000: A Flexible Vocabulary Solution

Wordly Wise i3000 is designed for maximum flexibility and can be used at school, at home, or anywhere there is Internet access. Teachers may implement it as a teacher-led whole-class vocabulary program, assign it as homework to be completed independently, or use any other instructional model that suits their needs. The program may be used in the following ways, either for whole classes or small groups:

- as in-class activities
- as homework
- as independent study
- as preparation for standardized tests

In general, we recommend more teacher-led in-class direct instruction at the primary grades, more student-centered guidance and coaching as students proceed through the upper elementary grades and middle school, and more independent work in high school. Of course, the way you use *Wordly Wise i3000* depends entirely on the needs of your students and on your goals as an educator.

No matter what instructional model you use, you are able to check student progress at any time; the Exploros teacher dashboard provides real-time progress monitoring so that you can view whole-class progress as well as check in on individual students.

Placing Students in *Wordly Wise i3000*

We recommend that, in general, you begin students in the *Wordly Wise i3000* level corresponding with their nominal grade level. The reading passages included in each lesson are written in accordance with The Lexile Framework® for Reading to reach measures recommended by rigorous state and national standards.

Teachers tell us that on-level reading passages can present challenges to students who require support in reading. For this reason, while assigning lessons in *Wordly Wise i3000*, teachers can choose to support specific students by assigning them a secondary passage. These secondary passages present the same rich content and context as the original passages, but are written at a lower Lexile® measure. The only substantive difference between a primary and secondary passage is the relative readability of the sentences.

Assigning selected students the secondary passages allows students who require support in reading to successfully learn and use the same grade-level vocabulary as their peers. Regardless of the passage they are assigned, students are able to respond to the same set of reading comprehension questions.

See the chart below for the Lexile ranges of *Wordly Wise i3000* passages. If you do not know your students' Lexile measures, you may want to visit the MetaMetrics®, Inc. website for more information: www.lexile.com/about-lexile/how-to-get-lexile-measures/reader-measure/.

Level	Primary Passage Lexile Range	Secondary Passage Lexile Range
2	420L–650L	190L–530L
3	520L–820L	420L–650L
4	740L–940L	520L–820L
5	830L–1010L	740L–940L
6	925L–1070L	830L–1010L
7	970L–1120L	925L–1070L
8	1010L–1185L	970L–1120L
9	1050L–1260L	1010L–1185L
10	1080L–1335L	1050L–1260L
11	1185L–1385L	1080L–1335L
12	1185L–1385L	1080L–1335L

Note: It is also possible to teach different levels of *Wordly Wise i3000* within the same classroom to differentiate instruction for individual students or groups, using their Lexile measures as a guideline. However, choosing this option may prevent these students from benefiting fully from the social sharing and collaborative opportunities in *Wordly Wise i3000*, as it reduces the size of a student’s cohort.

Wordly Wise i3000 Overview and Pacing Guide

Educators require instructional solutions that are adaptable to their individual teaching needs and the needs of their students. Many teachers have limited in-class time to devote exclusively to vocabulary and may spend the majority of that time working with students who require support. Regardless of how much in-class time you have for direct vocabulary instruction, you can use *Wordly Wise i3000* to build your students' vocabulary skills.

The following pacing guide shows three options for weekly teaching plans, but your unique classroom requirements and your students' needs should ultimately guide you in deciding how much or how little in-class instructional time is needed. Once a lesson is assigned, *Wordly Wise i3000* can be implemented so that students are entirely self-paced.

1 BLOCK of teacher-led instruction weekly (approx. 30–40 minutes per block)		Independent / Homework
Day 1	Students complete the Rate Your Word Knowledge activity. Introduce the word list. Discuss and review definitions and sample sentences.	During independent work time or as homework, have students complete all remaining lesson scenes independently.
Day 2		
Day 3		
Day 4		
Day 5	Assign the lesson test to students.	

3 BLOCKS of teacher-led instruction weekly (approx. 15–20 minutes per block)		Independent/ Homework
Day 1	Students complete the Rate Your Word Knowledge activity. Introduce the word list. Discuss and review definitions and sample sentences.	During independent work time or as homework, have students complete the 3–4 practice activities and the Illustrated Vocabulary activity.
Day 2		
Day 3	Display and discuss the Illustrated Vocabulary virtual word wall created by student submissions. Students read the lesson passage, answer an open-response question,* and complete the Reading Comprehension activity.	Have students review and prepare for the lesson test.
Day 4	Students complete the Vocabulary Extension and Creative Writing activities. As a class, discuss posted submissions.	
Day 5	Assign the lesson test to students.	

*Students in Level 2 answer a multiple-choice question after reading the lesson passage.

4 BLOCKS of teacher-led instruction weekly (approx. 10–15 minutes per block)		Independent/ Homework
Day 1	Students complete the Rate Your Word Knowledge activity. Introduce the word list. Discuss and review definitions and sample sentences.	As homework, have students complete the 3–4 practice activities. Have students review and prepare for the lesson test.
Day 2	Students complete the Illustrated Vocabulary activity. Display and discuss the virtual word wall created by student submissions.	
Day 3	Students read the lesson passage, answer an open-response question,* and complete the Reading Comprehension activity.	
Day 4	Students complete the Vocabulary Extension and Creative Writing activities. As a class, discuss posted submissions.	
Day 5	Assign the lesson test to students.	

*Students in Level 2 answer a multiple-choice question after reading the lesson passage.

Wordly Wise i3000 Lessons

Each *Wordly Wise i3000* lesson follows the same structure. Students begin by self-assessing their knowledge of the lesson's words; they are then introduced to these words in the word list. Once students have studied the word list, they complete a variety of practice activities. Next, students focus on an academic word and illustrate it by drawing or uploading a symbol or image. They then read a passage that places vocabulary words in context and complete a reading comprehension activity. Finally, students extend their vocabulary knowledge and apply it by using words creatively in sentences.

The document "*Wordly Wise i3000 Lesson Flow and Tips*" provides an overview of how to implement *Wordly Wise i3000* lessons. We recommend reviewing that document to become familiar with *Wordly Wise i3000* and the Exploros platform.

With a basic understanding of the *Wordly Wise i3000* lesson flow, consider the following teaching options to differentiate instruction to diverse learners.

Wordly Wise i3000 Teaching Options

Rate Your Word Knowledge

Students complete a self-assessment of word knowledge prior to each lesson, the purpose of which is to increase their awareness that word knowledge is incremental and builds with each exposure to a word.

You can view student responses in real time to see which words students are struggling with and which words they feel confident they already know.

This information will help you target in-class instruction as you introduce the word list, spending more class time and focusing more attention on the words students are least familiar with.

Rate Your Word Knowledge ratings can also provide a starting point for conversations with students about how word knowledge builds gradually over time and the usefulness of becoming aware of when your word knowledge is incomplete.

Word List

You may introduce the lesson's words and definitions as a teacher-led, group activity by discussing the new words and definitions in class, or on the opposite end of the spectrum, have students review the words and definitions independently. Several words in each lesson's word list are illustrated to help visualize word meanings.

Some words in the word list are followed by an asterisk (*). These are high-utility academic words that appear most frequently in educational materials across all content areas. These words are particularly valuable and useful for English learners and other students with limited academic vocabulary. They have been helpfully identified in the word list so that you may easily choose to emphasize these words in class.

Wordly Wise i3000 defines words in a student-friendly way, which helps students grasp meaning more easily. In addition, each vocabulary word is hyperlinked to an online dictionary resource where students can read a full dictionary entry and hear the word read aloud. You can utilize the online dictionary links to support students who require more than one definition to understand word meaning or to enrich instruction for students who thrive on additional challenge. There are also flashcards for each vocabulary word located at the end of the lesson for students to use for review and practice.

Practice Activities

Each lesson includes four practice activities that help students become familiar with words and meanings as they build deeper and more flexible word knowledge through exposure to words in a variety of contexts. (In Level 2, each lesson has three practice activities.)

Each practice activity is different. Students may be asked to answer multiple-choice questions with one or several correct answers, drag and drop words to complete fill-in-the-blank sentences, write definitions of words, or create their own sentences using the words. The pink Teacher Note at the top of each scene provides specific point-of-use directions for supporting students as they learn how to complete each activity. Previewing each lesson before assigning it allows you to anticipate ways your students may struggle and plan how you may best assist them.

The following general teaching strategies provide students with additional support:

- Model each type of activity by completing one item with students.
- Read aloud the instructions for each activity or direct students to use their web browser to select the text and have it read aloud.
- Provide additional time for students to complete practice activities.

You can decide whether you want students to receive instant feedback that indicates whether their answers are correct, partially correct, or incorrect. When students receive instant feedback, they have the opportunity to edit their response and try again.

Whether you take advantage of student-facing instant feedback or not, you may view students' first responses to assess their initial understanding of words and meanings.

For a complete list of the different practice activities your students may be asked to complete, please see the document "Overview of Practice Activities."

Illustrated Vocabulary

The first social sharing activity is Illustrated Vocabulary. Before beginning this activity, all students should be familiar with your established classroom guidelines for digital citizenship.

In the Illustrated Vocabulary activity, students draw or upload a symbol or image that demonstrates the meaning of a given key academic word from the lesson. In all lessons after Level 3, Lesson 6, students are also asked to write a sentence that illustrates the connection between the word and the image they chose. Once they submit their own image and sentence, they are able to see their classmates' work.

Each image students submit contributes to a virtual word wall, which is viewable by the entire class, deepening and enriching all students' understanding of the word's meaning. This especially benefits visual learners and English learners, helping them gain a more concrete understanding of word meaning.

Although it is possible to turn off social sharing for this and other activities, it is not recommended. In general, students gain motivation, become more engaged, and learn more from their peers when they are able to view one another's work.

As students complete the Illustrated Vocabulary activity, you can monitor student submissions in real time and intervene to hide specific student responses from the group if necessary.

Passage and Reading Comprehension

Each lesson's reading passages provide students with exposure to vocabulary words in context. Because the reading levels of students in the same classroom often vary drastically, each *Wordly Wise i3000* lesson includes the same passage at two different reading levels: a primary passage, appropriate for on-level students, and a secondary passage for students who require support in reading. This differentiated approach to reading allows *all* students to complete the same comprehension activity. The fill-in-the-blank activity gives students the opportunity to demonstrate comprehension of the text and mastery of the vocabulary words.

While assigning a lesson, you will be prompted to select the appropriate *Wordly Wise i3000* reading passage for each student. Directions for assigning primary or secondary passages are included in the document "*Wordly Wise i3000* Lesson Flow and Tips."

Note that the only visual difference between these two passages is that the primary passage has a single rule at the bottom of each page, while the secondary passage has a double rule. This visual cue is included as a teacher aid to distinguish the passages if they are printed instead of read online.

Another way to scaffold reading comprehension for students is to read the passage aloud as a group or to direct students to use the speech capability on their web browser to have the text read aloud to them. Hearing texts read aloud is a known strategy to improve comprehension.

Many students who require support in reading also benefit from discussing the passage either in pairs or groups before they complete the reading comprehension activity.

To further support students, each passage identifies several potentially challenging or unfamiliar words, phrases, or idioms in blue text that are defined at the end of the passage. Students can click any blue text to be taken to its definition and, if it's a phrase or idiom, a related sample sentence. From there, students can click a link to conveniently return to their place in the passage, marked by an arrow in the margins.

Vocabulary Extension

Students begin this activity by reviewing their classmates' words and images from the Illustrated Vocabulary scene. Viewing the virtual word wall with multiple images of the same word helps ground students in the word's meaning before they explore it more deeply.

In the Vocabulary Extension activities, students apply their word knowledge in a variety of ways and share words and sentences with their peers. Many of these activities offer students the opportunity to respond to their classmates' written work once they submit their own.

The social sharing aspect of Vocabulary Extension activities benefits students in several ways. For example, students who haven't quite grasped the meaning of a particular word learn more about it from their peers. Activities that call for students to suggest related words such as synonyms and antonyms expand limited vocabularies with additional words. In addition, responding to peers in a creative and casual context is motivating as well as educational.

You can monitor students' submissions and conversations in real time and intervene to correct misunderstandings, add comments, hide specific student posts from the group if necessary, or reinforce the rules of digital citizenship.

Creative Writing

Students truly gain ownership of words when they use them in their own original sentences. Unlike the traditional exercise of using a word in an isolated sentence without context, the Creative Writing activities include motivating prompts and evocative images that students describe using vocabulary words.

The Creative Writing activities provide strong motivation for students to express themselves in writing, while requiring that they use as many vocabulary words as they can. This requirement focuses student writing and allows them to have fun with vocabulary words and entertain their peers while demonstrating their understanding.

Students who require support in writing tasks can be paired with partners to discuss what they plan to write before they begin. English learners especially benefit from being paired with partners who share the same home language; those with greater proficiency in English can help clarify concepts.

If you decide to turn off social sharing for this activity, consider selecting excellent examples of student work to read aloud and share with the class. This can be particularly motivating for students who enjoy a creative challenge.

For additional enrichment, you may specify the number of words students must use in sentences, increase the number of sentences they must write to complete the activity, or require a number of responses to their peers' work.

Wordly Wise i3000 Assessment and Reporting

Wordly Wise i3000 features premium data and reporting for educators, providing visibility into student vocabulary performance. In addition to student- and class-level reports, the program also provides automatic scoring on practice and assessment activities and real-time data on student progress.

As students complete practice activities, educators can view their progress at any time in the Response Dashboard to check on individual students' work.

Open-response questions are not auto-scored. The pack document "Assessing Open-Response Questions" provides a rubric and directions for scoring the Passage, Vocabulary Extension, and Creative Writing open-response activities.

The lesson, midterm, cumulative, and final tests are separate experiences meant to be administered in class. Set the duration period for tests to ensure that they are accessible only for the period of time in which students are being tested. Bear in mind potential interruptions when setting the duration for testing. The tests are auto-scored.

Wordly Wise i3000 presents multiple data points with which to assess student progress. However, the way you use this data to inform instruction or to evaluate students' mastery of vocabulary is dependent on the needs of your students and your goals as an educator. If the ultimate goal of vocabulary instruction is for students to truly own and use the words they have learned, the activities in which students apply vocabulary knowledge should be carefully considered in the overall evaluation of their progress. You may decide to place more weight on application or practice activities, or assess students solely on test performance, or take a holistic approach and consider both. However you choose to assess and evaluate your students, the Exploros platform makes it easy for you to see clearly how students are progressing.

Wordly Wise i3000 reports include:

- **Student Progress Report:** Heat map of different metrics at the student level for each class
- **Student Summary Report:** Data on a single student's performance on all experiences taught in a class
- **Experience Summary Report:** Class-level information on all experiences taught

Student Progress Report

In the Student Progress Report, teachers can view student performance on completed *Wordly Wise i3000* lessons and tests. Teachers select a class to review various metrics for each student in the class. For each lesson or test assigned to the class, student progress data accumulates according to the following metrics: Quiz Score, Responses per Student, Percent Complete, and Time on Task.

Quiz Score shows the test percentage score for each student in the class for any tests he or she has completed.

Responses per Student shows the number of responses throughout each lesson, providing a quick overview of student engagement.

Percent Complete provides a heat map, shaded according to what percentage of an experience a student has completed.

Time on Task displays the total time a student has spent logged into an experience. The time is paused if a student logs out and resumes when the student returns.

At any time, teachers can click on the experience icon at the top of each report to view specific lesson data for each student on any given activity. This is especially useful for viewing the assessment data in lesson tests to see which vocabulary words may require more attention. Within the ended lesson test, teachers see a chart that shows each student in the class, each question in the lesson test, and whether the student answered each question correctly or incorrectly. Teachers can drill down further by viewing the results for any specific question.

Student Summary Report

This report provides data on a single student's performance, providing a way to review any given student's activity within a chosen class and to share that information in parent-teacher conferences.

The summary reports list all experiences that the chosen student participated in. (Any experience that is currently assigned will not appear in the list until that experience has ended.) Features of the report include:

- Filters (filter by student; filter to see lessons only, tests only, etc.)
- Metrics (including percent complete, number of responses submitted, average activity score based on first response, quiz score, time on task)
- Student Averages
- Export Options (for sharing, analysis, or printing)

Experience Summary Report

The Experience Summary Report enables teachers to view information on all lessons and tests taught in all their classes. Teachers can utilize the sorting capabilities to drill down and view performance results on completed lessons and tests. Data includes the date the lesson was assigned, class name, assigned experience, the number of students, average percentage complete, average responses per student, average quiz score, and average time on task. This provides educators with a high-level view of the overall progress of their classes.

Standards Alignment and Standardized Tests

The Common Core State Standards (CCSS) ELA Anchor Standards for Language include the following standards related to vocabulary acquisition and use:

[CCSS.ELA-LITERACY.CCRA.L.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

[CCSS.ELA-LITERACY.CCRA.L.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[CCSS.ELA-LITERACY.CCRA.L.6](#)

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Wordly Wise i3000 prepares students to meet these standards with a variety of activities that strengthen the following independent vocabulary acquisition skills:

- Determining or clarifying word meaning from context
- Determining or clarifying word meaning by analyzing meaningful word parts (roots and affixes)
- Consulting reference materials when appropriate

Wordly Wise i3000 also includes practice and application activities that offer students opportunities to demonstrate their understanding of word relationships and nuances in word meaning. See the table below for activities that help students strengthen the skills needed to meet state and national standards.

Level	Activity	Standard
2–12	Word List	CCSS.ELA-LITERACY.CCRA.L.4
2–12	Vocabulary Extension	CCSS.ELA-LITERACY.CCRA.L.6
2–12	Creative Writing	CCSS.ELA-LITERACY.CCRA.L.6
2	Seeing Connections	CCSS.ELA-LITERACY.CCRA.L.5
2, 3	Completing Sentences	CCSS.ELA-LITERACY.CCRA.L.4
2–8	Making Connections	CCSS.ELA-LITERACY.CCRA.L.5
2, 3	Using Context Clues	CCSS.ELA-LITERACY.CCRA.L.4
3–8	Just the Right Word	CCSS.ELA-LITERACY.CCRA.L.4
3–8	Using Words in Context	CCSS.ELA-LITERACY.CCRA.L.4
3	Word Study: Parts of Speech	CCSS.ELA-LITERACY.CCRA.L.4
3–8	Word Study: Latin Roots	CCSS.ELA-LITERACY.CCRA.L.4
3	Word Study: Synonyms	CCSS.ELA-LITERACY.CCRA.L.5

3–8	Word Study: Antonyms	CCSS.ELA-LITERACY.CCRA.L.5
4–8	Determining Meanings	CCSS.ELA-LITERACY.CCRA.L.4
4–8	Word Study: Analogies	CCSS.ELA-LITERACY.CCRA.L.5
4–8	Word Study: Prefixes	CCSS.ELA-LITERACY.CCRA.L.5
4–8	Word Study: Similar Meanings	CCSS.ELA-LITERACY.CCRA.L.5
4–12	Word Study: Synonyms and Antonyms	CCSS.ELA-LITERACY.CCRA.L.5
9–12	Determining Precise Meaning	CCSS.ELA-LITERACY.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.L.5
9–12	Using Words	CCSS.ELA-LITERACY.CCRA.L.4
9–12	Understanding Word Relationships	CCSS.ELA-LITERACY.CCRA.L.5
9–12	Word Study: Similar Meanings	CCSS.ELA-LITERACY.CCRA.L.5
9–12	Word Study: Analogies	CCSS.ELA-LITERACY.CCRA.L.5
9–12	Word Study: Parts of Speech	CCSS.ELA-LITERACY.CCRA.L.4
9–12	Word Study: Word Parts	CCSS.ELA-LITERACY.CCRA.L.4
9–12	Understanding Contextual Meanings	CCSS.ELA-LITERACY.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.L.5

Vocabulary sections in standardized tests, including the SAT, ACT, PARCC, and SBAC, include passage-based test questions that emphasize determination of word meaning from context. These questions present words in a meaningful context, usually in a brief passage. The passage provides context clues that readers must utilize to determine the precise meaning of the word in context.

To help students develop the skill of determining meaning from context and prepare for these tests, the cumulative, midterm, and final tests in *Wordly Wise i3000* include passage-based questions. In Levels 9–12, the questions in the Standardized Test Preview/Preparation sections of lesson tests are also passage-based to provide frequent and consistent practice with this type of question.

Endnotes

- ¹ Adams, 180.
- ² Southwest Educational Development Laboratory, 14; Stahl, 3.
- ³ Biemiller, 24.
- ⁴ Biemiller, 28.
- ⁵ Stahl, 9; Texas Education Agency, 5–6.
- ⁶ Stahl, 30.
- ⁷ Beck et al., 8.
- ⁸ Stahl and Nagy, 41.
- ⁹ Stahl, 30; Texas Education Agency, 20.
- ¹⁰ Texas Education Agency, 8.
- ¹¹ Stahl, 31–32; Texas Education Agency, 21–23.
- ¹² Dunlosky et al., 29–35.
- ¹³ Dunlosky et al., 35–40.

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