

# The structure you need to teach MORE of the RIGHT WORDS – with less effort



**Have you struggled to find the time to teach the words you know your students need for reading?**

**So have I!**

## **How I changed vocabulary instruction and saved our reading program:**

It was my first year of teaching. Sixty percent of my sixth graders were reading below grade level. I was very pleased with myself after convincing many of them to read all the *Baby Sitters Club* books or gobble up the *Captain Underpants* series. After all, my education professors had promised me that just by reading a lot, students' comprehension would grow. My students were headed for success, right?

But halfway through the year, and as we ran out of book choices, I began to realize this was not taking them anywhere. Their reading comprehension scores showed no growth and they struggled when asked to read at a higher level. They were stuck! And they were quickly losing their enthusiasm for reading.

I was embarrassed and frustrated. My kids were reading! Why wasn't this making the difference I was promised? I felt betrayed by the education world. It seemed the belief that by reading a lot, students' comprehension would automatically grow, was not based on trustworthy data.

I analyzed their reading scores. There was a consistent pattern of weakness. They simply did not know enough words. If they were to make sense of more challenging texts, their word banks had to grow first. These books they were reading only recycled the same limited vocabulary. Students were not building word knowledge. Only the ones who had been lucky enough to grow up in a word-rich family environment, were able to move on to more challenging texts.

I looked through the research and discovered that developing readers need to learn about [3,000 new words a year](#). That's 8 new words a day! How was I going to keep up? Not only were the expectations in numbers high, but each one of my students had different word learning needs. How was I going to select the right words for each student to learn?

## **And what about the “time crunch” problem:**

I learned I was not alone in my frustration. Updated research supported the need for direct instruction of vocabulary, so I studied and absorbed everything I could learn on the topic and began to apply it in my classroom.

My students' word banks began to grow and so did their scores, but now I was faced with another problem. Time! Energy! Feedback! All were taking a toll on me. I was having to abandon most of my other reading instruction not to mention family time in the evenings and on weekends.

**This time-consuming focus on vocabulary was not sustainable.**

And that's when I began my journey to creating a vocabulary curriculum that would meet both my needs and my students' needs.

**My goal...and the results I was hoping for:**

Imagine knowing that each of your students is learning the exact words they need to build their reading skills, without having to lift a finger. Imagine knowing that they are getting the immediate feedback and support they need without being continually at their side. Imagine knowing that they are building reading comprehension skills at the very same time they are building their word banks, making their learning time doubly valuable. This was my goal.

I pursued this goal on weekends and weeknights and tested my methods for 4 years at my school. The results were just what I was hoping for! I'll never forget how excited I was to see our first set of data! I had found a method that set both me and my students free!

Best of all, these winning results repeated themselves every year, showing tremendous growth: an average of 1.2 years in reading comprehension growth in just 4 months.

So what was my secret? I had made a shift in my whole way of thinking.

## **Word Lab Web**

**Word learning as a means for teaching comprehension.**

Traditional reading curriculums are under pressure to support "close reading." This has made it difficult for them to break away from doing anything other than the standard approach of teaching vocabulary as a separate activity. Look at any reading curriculum and you will see a preselected list of words for which they provide instruction, usually at the beginning of a unit. A page of activities shows teachers how to teach these words, with no support for the student who has different word needs.

*The result is comprehension instruction that comes first then word learning which is squeezed in!*

**Word Lab Web makes word learning the pathway to comprehension not the other way around!**

Finding time for vocabulary is a non-issue when you approach word learning from this unique point of view:

## **The Paradigm Shift**

1. What I had learned was that teaching word knowledge does not need to be an add-on or something more that we have to cover. It can and must be taught as a reading comprehension skill. In fact, proper word learning strategies are comprehension strategies!
2. I had also discovered that with the internet students could become more driven self-learners. And we can still provide ways for students to interact both competitively and cooperatively with their peers during the learning process, while simultaneously differentiating instruction and providing feedback. The internet dramatically simplifies the personalization of and motivation for learning.

In other words, by teaching words using reading comprehension strategies, and applying cloud technology, word learning could make my instructional time doubly enriched.

Not only was I finding freedom from the demands of teaching, but skimping on my reading comprehension time in order to teach words was no longer an issue.

This unique approach has made it easy for me to guarantee successful reading gains.

Based on action research we have found that by using the reading and word learning strategies in Word Lab Web, 90 minutes a week (3 thirty minute sessions) we can guarantee you will see at least a year's growth in reading comprehension in just 4 months.

And others agree...

## What Others are Saying



*"The problems associated with vocabulary are the intensity required to teach it and the time in which it takes to not only access but retain it. Word Lab is the answer to this problem. Students are able to study a multitude of words including academic vocabulary words. It truly is remarkable to see the growth that students have made in reading and their abilities to access the content. On average we have seen students grow 12 percentile points in reading by simply implementing the program and having students work for 3 times per week."* **Tawnee**— Reading Specialist and Middle School ELA



*"I have loved Word Lab since I first used it years ago, but found it especially useful the year I taught a split class. Word Lab provides academic rigor while allowing instructional flexibility. I can accommodate and easily monitor students at all levels. ...the built-in features allow students to find most of the help they need. Word Lab is an outstanding tool for increasing vocabulary **acquisition!**"* **Nadine** – 4th Grade Teacher



*"One of the really fun things about word lab is that there are games and other interactive activities where kids can CONNECT with other students in their school. Kids love competing with their classmates! I hear them say, 'Wow! I **didn't** think I knew all those **words!**' 'I **Won!**'"* **Tracy** – Instructional Paraeducator

(More testimonials on our website)

Selected as **"Best Intervention of the Year"** by [Pat Quinn](#), the RTI Guy.  
(Author of the **nation's** largest newsletter dedicated to helping teachers implement Response to Intervention.)

## So How Does Word Lab Web Work?

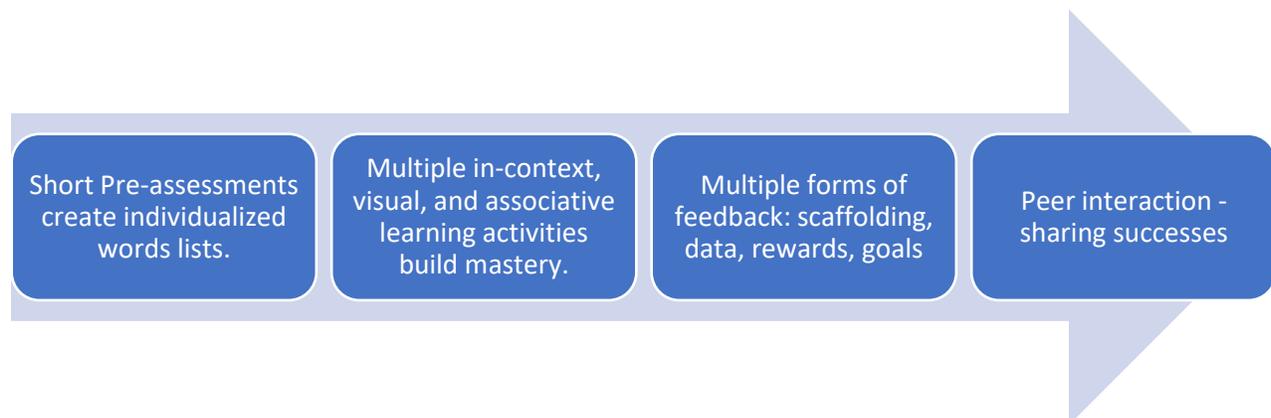
WLW turns your reading comprehension time into an equally rich word learning experience.

With WLW you will be teaching words using multiple reading strategies. Your students will practice inferencing, paraphrasing, compare-and-contrast, context clues, and connotations using short, achievable reading chunks while learning.

In addition, you will be able to meet each child's specific vocabulary needs without the stress of sorting out and providing feedback for individual needs yourself. In other words, WLW will help you make better use of both your teaching and planning time and enrich your reading comprehension curriculum while building student word banks.

### Here's how:

1. First students take a pre-assessment at their reading level to identify which words they need to learn. By selecting and teaching only the words needed for each student, the learning is immediately individualized without any effort on your part.
2. Students use multiple thinking and reading strategies to grasp each word's meaning and to personalize their understanding. This provides you with intensive reading instruction that includes deep word learning without any planning on your part. In addition, students build background knowledge that is directly connected to their own experiences, without needing you to intervene, question, or encourage.
3. Students receive feedback, encouragement, and support as they learn and recognition upon mastery. This again saves you time and effort and students do not have to wait for you to find the time to recognize their efforts.
4. Students share and practice what they've learned with their peers. The benefits of peer recognition and interaction are well recognized in education. You provide these benefits to your students with no need for planning or organizing partners or cooperative learning.



And this approach gets you the following results...

# Success!

## GAINS IN READING SCORES

Results of Middle School Studies using Word Lab Web for 3 half-hour sessions per week (scroll down for details).

...with Word Lab Web - 1.2 years gain in 4 months...



...without...4 month norm...



**More than 3 times the gains in reading scores in 60% less learning time.**

In our action research we found that for every 10 hours spent using traditional teaching to complete the activities, Word Lab Web took only 4 hours to guide students through the same work.

✓ **Here's what E. D. Hirsch reminds us in a speech to the Virginia House of Delegates:**

“The persistent achievement gap between haves and have-nots in our society is chiefly a **verbal gap**. There is no greater practical attainment in the modern world than acquiring a bellyful of words. A large vocabulary is the single most reliable predictor of practical, real-world competence...” – E.D. Hirsch, 2011

And, “...correlations between vocabulary size and life chances are as firm as any correlations in educational research.” - E.D Hirsch, *A Wealth of Words*

✓ **Marzano never stops reminding us:**

“Direct teaching of vocabulary might be one of the most underused activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning.” – Marzano et al., 2002, *Classroom Instruction That Works*

✓ **Wise words from teachers who get it:**

“We think with words, therefore to improve thinking, teach vocabulary.” — A. Draper and G. Moeller, *Doing It Differently: Tips for Teaching Vocabulary*, Edutopia, Jan. 16, 2014

So let me spell out, in details, the benefits...

# Here's What You Get!

Upon purchasing Word Lab Web for your students you will receive the following:

- A free 1 hour training, live online.
- Access to over 2000 Tier II words, including the Academic Word List by Averil Coxhead.
- High frequency (Tier II) word lists from known literature and academic texts that are leveled from 2<sup>nd</sup> to 9<sup>th</sup> grade reading levels.
- Key elements *spoken* in English as well as alternate languages of the student's choice
- Personalized goal setting
- Self-managed learning with immediate feedback, choices of strategies, and instructional guidelines
- Many built-in achievement recognition systems (badges, clubs, certificates, points, avatars)
- Your own ADMIN site with a personalized login and password for analyzing and printing out student data.
- The number of licenses you need (1 per student) plus one free license for you to use as a trial student.
- An 11 minute student training video.
- Your school ID code so students may register themselves, login, and interact with peers.
- 12 hours daily of immediate technical and other support (9-9 PST), 7 days a week.
- Student access to a personalized home page, pre and post assessments, multiple choices of learning activities, live progress data
- Access from home and over portions of the summer on tablets, laptops and desktops
- Internet based technology requiring no setup (students self register)

<h2 style="text-align: center;">4 Month Trial</h2> <p style="text-align: center;"><b>Cost: \$4 per student license</b></p>	<h2 style="text-align: center;">Yearly Subscription</h2> <p style="text-align: center;"><b>Cost: \$10 per student license</b></p>
<ul style="list-style-type: none"> <li>• Includes all benefits bulleted above</li> <li>• Does not include summer use.</li> <li>• <b>FREE use of the program for the remainder of the school year... if you use WLW 90 minutes a week during the 4 month trial period.</b></li> <li>• Money back guarantee (90 minutes a week required for the money back guarantee).</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all benefits bulleted above</li> <li>• Includes summer use.</li> <li>• You gain flexibility of usage. We will still recommend you use it 90 minutes a week for best results but you will not have the pressure to meet our 90 minute a week guarantee requirements. (Guarantee does not apply.)</li> </ul>

**Ready to grow your students' reading scores?**

**Ready to build your reading program?**

**Then make the paradigm shift.**

**We guarantee you'll see 1 year's growth in just 4 months!**

## **Your Next Steps Are Simple:**

[Sign up for your demo](#)

**We will call you to set up the best time for your demo after you complete the sign up form.**

**You'll need 4 months of dedicated time to see results, so get started right now if you would like to see those improved reading scores show up on your Standardized Tests!**



**Click to sign up for your demo**