Acknowledgement of Country

• I would like to show my respect and acknowledge the traditional custodians of this land, of elders past and present, on which this event takes place.
What is Vocabulary

*Vocabulary refers to the words students need to know to comprehend and communicate.*

- Expressive vocabulary refers to the words children recognise or use when speaking and writing
- Receptive vocabulary refers to the words students know and understand the meaning of when listening and reading

Carnine, D, Silbert, J, Kame'enui, EJ, Tarver, SG, & Jungjohann, K. 2006

Purpose of Project

- Examine ways to enhance receptive and expressive vocabulary for students who were struggling to learn literacy

- To provide teachers with further knowledge required for teaching Tier 2 and Tier 3 vocabulary

  - https://www.youtube.com/watch?v=q-K9dSH_jhQ
Tiers of Learning

<table>
<thead>
<tr>
<th>Level of Word Knowledge</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1 Basic speaking vocabulary</td>
<td>Word meanings that are commonly learned from conversation and from accessible media sources (No instruction needed)</td>
</tr>
<tr>
<td>Tier 2 Elaborated speaking Vocabulary</td>
<td>Word meanings that are synonyms for words in the basic speaking vocabulary. Basic (e.g., fear vs. terrified; talk vs. communicate); relatively highly frequent in the speaking vocabularies of well-educated persons</td>
</tr>
<tr>
<td>Tier 3 Academic knowledge domain vocabulary</td>
<td>Word meanings that are learned within highly specialized knowledge domains such as botany, geography, medicine, and physics (photosynthesis, peninsula, asteroid, quark)</td>
</tr>
</tbody>
</table>


Assessment

Vocabulary assessments are less well developed than other reading assessments

Standardised tests include:

- Woodcock Reading Mastery Tests (1998)
- Peabody picture Vocabulary Test (PPVT-3; Dunn & Dunn, 1997)
- The Expressive Vocabulary Tests (EVT-2; Williams, 2007)
- Comprehensive Receptive and Expressive Vocabulary Test (Wallace & Hammill, 2002)
Assessment

Curriculum Based Assessment

*Does the student know and talk about a given word?*

*Do they understand the underlying meaning of the word?* (Isobell Beck, *NSW English Syllabus - Outcome 4*)

**Understand and apply knowledge of vocabulary.**

**Stage 1**
- understand how texts are made cohesive through resources, for example, word associations, synonyms, and antonyms
- recognise, discuss and use creative word play, e.g. alliteration (1st sound) and onomatopoeia (meaning)

**Stage 2**
- learn extended and technical vocabulary and ways of expressing opinion, including modal verbs and adverbs
- experiment with vocabulary choices to engage the listener or reader

**Stage 3**
- Understand the use of vocabulary to express greater
  - precision of meaning, and know that words can have different meanings in different contexts
  - how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion

Research Findings

Vocabulary is wide, complex, and deep. There is a whole network underlying the words we use, not simply a huge list of unrelated words

Early vocabulary acquisition, prior to preschool, has been demonstrated to be particularly important because of its relationship to subsequent reading progress throughout the school years (Sinatra, R, Zygouris-Coe, V & Daesinger, S., 2011)

The more words they *know* that have similar sounds, such as *sleep* and *sleet*, the more they attend to the slight differences in sound between such words, and they continue to build more accurate phonological representations.
The Vocabulary Learning Task Is Huge

- The average 2 year old preschooler knows about 200 words
- The average second grader knows about 20,000 words.
- The average high school graduate knows about 100,000 words.

So - average students need to learn more than 7000 words every year.

- This translates to 38 words each school day - no time off class including sick days, sports days or excursions

(Taylor, C.L., Christensen, D., Lawrence, D., Mitrou, F. & Zubrick, S.R. 2013)

- 20% Australian students are deficient in vocabulary
- 30% of Australian students in disadvantaged areas are deficient in vocabulary (Hempenstall, 2016)
- Students from disadvantaged backgrounds who are in Year 12 may have the same level of vocabulary as students from privileged backgrounds who is in Year 2 (Hempenstall, 2016)

Oral language related
- Children from families whose parents worked in a profession heard 30 million more words by age three, and developed a spoken vocabulary more than twice as large as their less advantaged peers (Hart & Risley, 1995)

Reading related
- Students at the lower 10% of reading ability in Year 5 read about 50,000 words per year out of school, while those at the in the top 10% read about 4,500,000 words per year (Fielding, Wilson & Anderson, 1986)
- 9/10 Year 2 students whose decoding is fluent, yet reading comprehension was poor also had poor vocabulary (Wagner & Meros, 2010)
Most effective:
• Explicit Instruction more effective
• Strategic classroom discussion
• Morphology
• Teach semantic and shades of meaning groups
• Reading for vocabulary extension

Stage 1
• Tier 1 - revision and consolidating
• Tier 2 - compound and complex words and vocabulary
  e.g. scrambled, surprise, snapped, got cross, bared his teeth
• Tier 3 - Computer related words
  e.g. mouse, curser, monitor, icon
Stages 2 & 3

- Tier 2 - Elaborate words
e.g. Magnificent, ridiculous, suddenly, wondered, ferocious, vamoose, investigation

- Tier 3 - Science and HSIE words
e.g. ethics, solids, axis, micro-organisms, tectonic plates, tension, isthmus, species, constitution
Modeled Reading

Read and explain meanings of words

Teach Vocabulary Explicitly

https://www.youtube.com/watch?v=p9DPKgBrJQE&feature=player_detailpage
Semantic Meanings

Shades of Meaning

Book: The Fearsome, Frightening, Ferocious Box

Words for fear
Morphographs & Meanings

Design a Word with Meaning

![Diagram of word formation]

Similar Sounding Words

Hear and manipulate sounds in words
- Hide-wide
- Fat - flat
- There - beware
- Snack-track
- Attack - back
New Vocabulary Use

Discuss and use the new words

Journal Writing and Report

Write
Read
Spell
and
Report
Having fun with words

Same sounding word - different meaning

Same meaning - different word
http://visuwords.com/search

Marzano’s Six Step Process Teaching Academic Vocabulary
http://www.altonschools.org/media/pdf/Marzano_Vocab.pdf
Homophone Machine

Type in any sentence or paragraph and click the Convert button. If you need suggestions, start with "Would you like me to try new words?" You'll probably get a good chuckle at the results of this Homophone Machine!

www.textproject.org

Write and Report

Word: Courage
Definition: - do something
- scary
- to help someone

Sentence: The freemans shows courage by suffer
Teacher use of Tier 2 words

- Today we're going to saunter to lunch.
- It's time to commence cleaning off your desks.
- Our way of speaking today is to murmur. We will need to strain to discern what people are saying.
- Be certain to enunciate clearly.
- Your task is to get your desk into shipshape form.
- I need to verify if anyone is absent today.
- I inadvertently left the door ajar. Can someone please close it?
- Please add your name to those who will be receiving accolades at the end of the week.
- What highlights of our day will you impart to your family tonight?
- I notice that many of you are quite lethargic after lunch.
The 60 most common Tier 3 words

<table>
<thead>
<tr>
<th>analysis</th>
<th>contract</th>
<th>factors</th>
<th>legal</th>
</tr>
</thead>
<tbody>
<tr>
<td>approach</td>
<td>create</td>
<td>financial</td>
<td>legislation</td>
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<tr>
<td>area</td>
<td>data</td>
<td>formula</td>
<td>major</td>
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<tr>
<td>assessment</td>
<td>definition</td>
<td>function</td>
<td>method</td>
</tr>
<tr>
<td>assume</td>
<td>derived</td>
<td>identified</td>
<td>occur</td>
</tr>
<tr>
<td>authority</td>
<td>distribution</td>
<td>income</td>
<td>percent</td>
</tr>
<tr>
<td>available</td>
<td>economic</td>
<td>indicate</td>
<td>period</td>
</tr>
<tr>
<td>benefit</td>
<td>environment</td>
<td>individual</td>
<td>policy</td>
</tr>
<tr>
<td>concept</td>
<td>established</td>
<td>interpretation</td>
<td>principle</td>
</tr>
<tr>
<td>consistent</td>
<td>estimate</td>
<td>involved</td>
<td>procedure</td>
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<td>constitutional</td>
<td>evidence</td>
<td>issues</td>
<td>process</td>
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<td>context</td>
<td>export</td>
<td>labor</td>
<td>required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>research</td>
</tr>
</tbody>
</table>


Standards

2.1.2 The teacher will apply the specialised conceptual and procedural knowledge required to teach reading. Effective teaching activities based on the elements of reading will be designed targeting students’ individual learning needs.
Essential Reading and Resource Availability


Taylor, C., Christensen, D., Lawrence, D., Mitrou, F. & Zubrick, S. (2013). Risk factors for children’s receptive vocabulary development from four to eight years in the longitudinal study of Australian children, PLoS ONE, 8(11), pp.1-20

Free Resources
www.pjlanguagelearningassistance.com

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