

Vocabulary

Successful Learning Conference 2016

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

<i>Level of Word Knowledge</i>	<i>Definition</i>
Tier 1 Basic speaking vocabulary	Word meanings that are commonly learned from conversation and from accessible media sources (No instruction needed)
Tier 2 Elaborated speaking Vocabulary	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
Tier 3 Academic knowledge domain vocabulary	Word meanings that are learned within highly specialized knowledge domains such as botany, geography, medicine, and physics (photosynthesis, peninsula, astereopsis, quark)

Adapted from Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing Words to Life: Robust Vocabulary Instruction. New York: Guilford Press

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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 investigate
- 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 & Dasinger, 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, cursor, 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

Vocabulary Professional Learning and Classroom Lesson Plan

Teach each section explicitly. When expectation known, each section should be addressed in quick short sharp bursts according to context
Revise words taught last session
Read book with unknown elaborate vocabulary semantic (individual or groups), homophones (individual or groups) rhyming words Vocab words – factual or literary text for example; <i>Australian Animals or Just You Wait</i> Rhetorical device – For example: Jumps like Jimmy Cricket
Explicitly teach tier 2 and tier 3 words
Shades of meaning – (different words- same meaning) Demonstrate a cline of words with the same meaning yet different intensity. Demonstrate building a cline and word meaning. Work with class to align visuals that represent intensity. Students work in groups to complete the same or similar task in groups http://visuwords.com/amazing
Semantic grouping – same word different meaning
Play Morphographs noughts and crosses (in isolation then in words) Meaning stated instead of word section. For example: Bi – students say two Talk with peer group and work out word meanings for 2 or 3 words using morphographical knowledge <ol style="list-style-type: none"> 1. Think about how to break words apart 2. Think and talk about 2 words you can tell what the word parts mean. For example: Bicycle – bi means two cycle means continuous 3. Choose two words from the list and work out the meaning of the word
Labelling a picture with appropriate words if using factual text or one that allows for labelling visuals (see www.pjlanguagelearningassistance.com) for ES1 and Stage 2/3 examples
Discussion between pairs or groups included Rhetorical device
Read the same book again
Write what you learned today in journal or retell on voice recorder
Whole class – 4 people read journal entry to class Teach and reinforce speaking and listening rules while completing this task

Modeled Reading

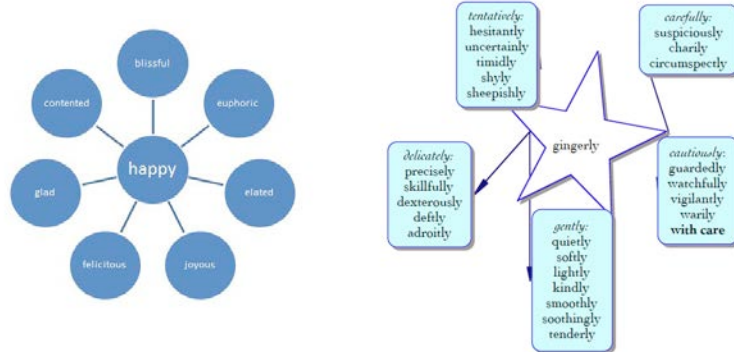


Read and explain meanings of words

Teach Vocabulary Explicitly

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

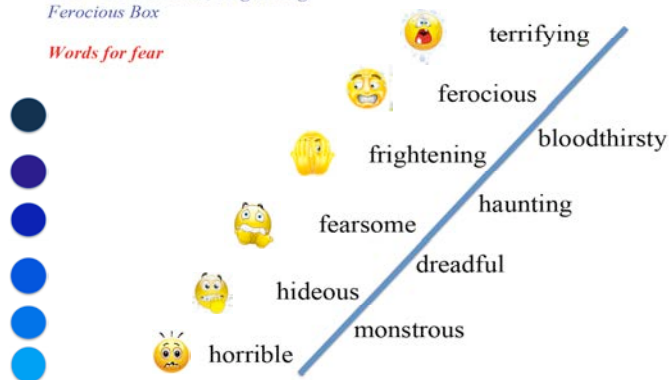
Semantic Meanings



Shades of Meaning

Book- *The Fearsome, Frightening
Ferocious Box*

Words for fear

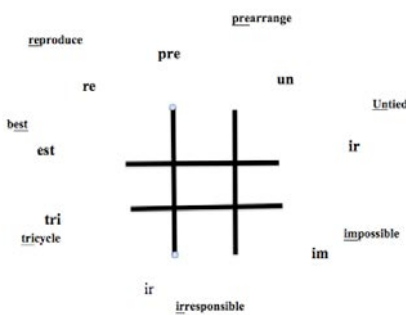


Homophone

the same sound

way	stairs	flower	bored	one
weigh	stores	flour	board	won
hair	son	8 eight	deer	eye
here	sun	ate	dear	I
leaf	forth	hear	hole	green
feet	4th fourth	here	whole	grown
knight	mail	sew	waist	write
night	mole	so	waste	right

Morphographs & Meanings



- Information
1. The game of laughs and crosses is played with the morphograph being read as for the meaning in each set (numbered 1-3 below). The game is changed when the students know the previous set.
 2. in words
 3. in words within sentences

Affix	Meaning
re	again
ing	when you do something
un	not
est	the most
less	without
mis	wrong
ness	that which is
able	able to be
ed	in the past
pre	before
er	more
er	one who
ly	how something is
de	away from
ful	full of
en	to make
age	that which is
al	related to
ish	sort of
is, es	more than one
in	in
con	with
es	out, away from
pro	for, before
ive	that which is, having the power of
ion	state or quality
ure	state or quality, that which is
ous	the quality of
y	the quality of, small
bi	two
tri	three
quad	four

Ratio of known to unknown for success - 2:1 Freebody & Anderson, (1983)

Design a Word with Meaning

re	sign	al
de		ing
as		ed
		ment
		ify

re	de	as	re+de	re+as
resign	design	assign	re+design	re+assign
re	de	as	rede	reas
re	de	as	rede	reas
re	de	ass		
re	de			

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

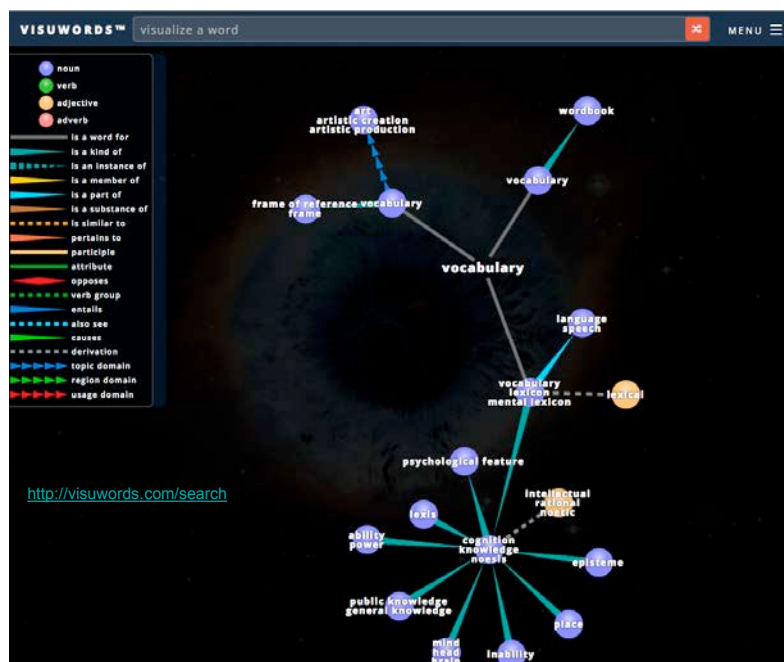
<http://blog.allaboutlearningpress.com/discover-the-homophone-machine/>



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




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Homophone Machine

Type in any sentence or paragraph and click the Convert button. If you need a suggestion, start with "I would like to show you my new horse." You'll probably get a good chuckle at the results of this Homophone Machine!

The **HOMOPHONE MACHINE**

Type your sentence or paragraph into the field below and press the "Convert" button to convert your copy.

I would like to show you my new horse

Original

↑
Convert
↓


Eye wood like two show eve my knew hoarse

Converted





[Clear Form and Try again](#)

<http://blog.allaboutlearningpress.com/discover-the-homophone-machine/>

Write and Report

Word: courage (noun) cour-age	Definition: - do something ● scary ● to help someone	Picture 
Sentence: The fireman showed courage by putting		

www.textproject.org

Word	Context Clue	Definition	Quick Draw	Connection
loop-the-loop	p. 15 One of her stunts was the loop-the-loop.	An airplane stunt		I have seen one in the air.
manicurist	p. 9 Bessie took a class to learn to become a manicurist.	A person who takes care of and polishes fingernails		My mom had a manicurist do her nails.
mechanic	p. 18 She and her mechanic will arrive with the plane up to pick out a spot for the parachute jump.	A person who fixes machines, especially cars, planes, and other moving vehicles		My dad had a mechanic fix his car.
solo	p. 12 Bessie was a good student, and in a few months she was ready to fly solo.	By one's self; alone		I have been solo before.

(http://www.altonschools.org/media/pdf/Marzano_Vocab.pdf)

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

analysis	contract	factors	legal	research
approach	create	financial	legislation	response
area	data	formula	major	role
assessment	definition	function	method	section
assume	derived	identified	occur	sector
authority	distribution	income	percent	significant
available	economic	indicate	period	similar
benefit	environment	individual	policy	source
concept	established	interpretation	principle	specific
consistent	estimate	involved	procedure	structure
constitutional	evidence	issues	process	theory
context	export	labor	required	variables

From Coxhead, A. (2000). A New Academic Word List. TESOL Quarterly, 34(2), 213-238.

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
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Essential Reading and Resource Availability

Beck, I., McKeown, M. and Kucan, L. (2013). Bringing Words to Life, Second Edition: Robust Vocabulary Instruction. New York. The Guilford Press. USA

Bowers, P., & Kirby, J., (2009) Effects of morphographical instruction on vocabulary acquisition
http://wordworkskingston.com/WordWorks/Research_files/published%20vocab%20paper.pdf

Hempenstall, K. (author) and Buckingham, J. (ed) (2016). Read About It: Scientific Evidence for the Effective Teaching of Reading: CIS Research Report 11

Coxhead, A. (2000). A New Academic Word List. TESOL Quarterly, 34(2), 213–238.

Sinatra, R, Zygouris-Coe, V & Dasinger, S., (2011). Preventing a vocabulary lag: What lessons are learned from research, pp. 333-357

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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