

**How to teach vocabulary
and sentence writing
explicitly**

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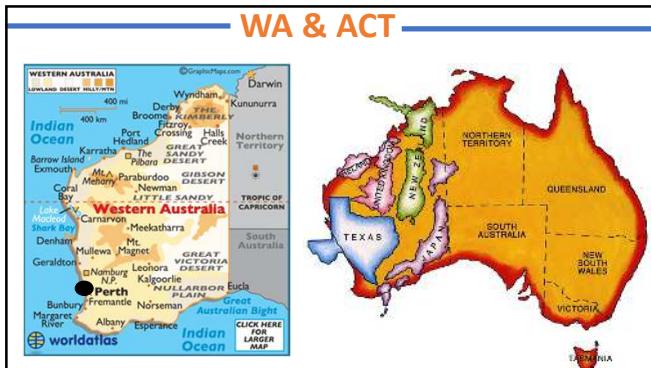

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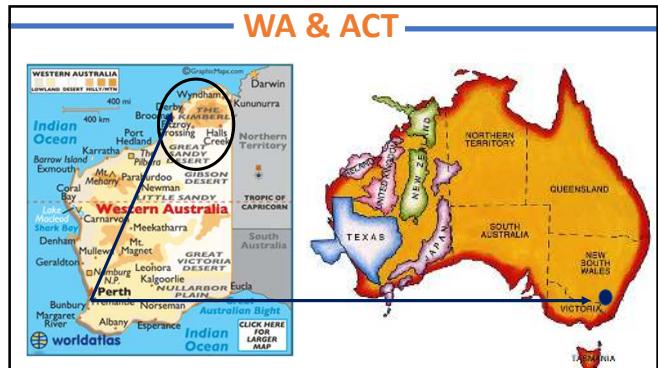
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**Two Literacy
Projects to
improve
reading, spelling
& writing**

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The Kimberley Schools Project (2018-2022)

- Professional Learning (4 days) + Directive Instructional coaching (Hammond & Moore, 2018)
- 8 coaches, 24 schools, 75% in very remote locations
- Research-aligned reading, spelling, writing & vocabulary instruction + Explicit Instruction
- Pedagogy and low variation curriculum



Muludja Remote
Community School



Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education*, 43(7), 110-133.

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KSP Barriers to literacy achievement

- Attendance
- Oral language competency
- Otitis Media
- Foetal Alcohol Spectrum Disorder
- Trauma
- Low teacher knowledge of evidence-based approach to teach reading, spelling and writing.



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Vocabulary Gap

Hart and Risley (1995) discovered a huge range in the amount of parent talk between the families. Children of "talkative" professional parents heard almost 45 million words spoken during their first three years, compared to other children who were exposed less than 13 million words—a gap of over 30 million words.

but....

- Not all low SES families provide linguistically under-nourishing environments "we're poor not dumb"
- Not all high SES families provide linguistically enriched environments
- Language skills are related to *human and social capital*, not just economic capital
- Despite this, the social gradient with respect to language skills remains a factor in Australia

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The impact of poor oral language

Background differences in pre/early-school years mean that education and other interventions need to *accelerate*, promote, and support children to succeed academically (Roy & Chiat, 2013)

Oral language is the engine; instruction is the fuel.



Chiat, S., & Roy, P. (2013). Early predictors of language and social communication impairments at ages 9-11 years: a follow-up study of early-referred children. *Journal of speech, language, and hearing research*: JSLHR, 56(6), 1824–1836. [https://doi.org/10.1044/1092-4388\(2013/12-0249\)](https://doi.org/10.1044/1092-4388(2013/12-0249))

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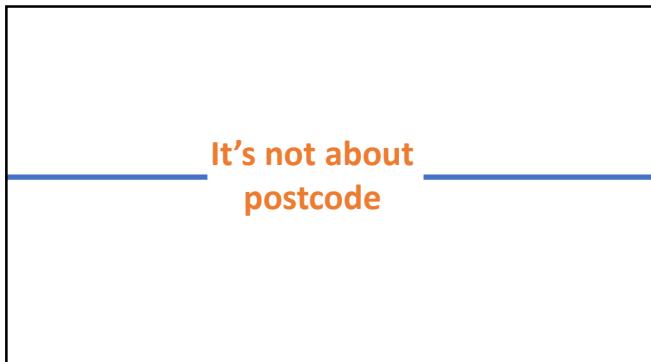
ACT Barriers to literacy achievement

- Low and/or inconsistent teacher knowledge of evidence-based approach to teach reading, spelling and writing.

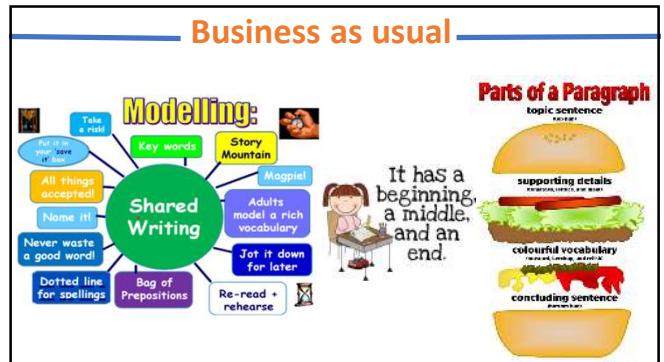
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It's not about postcode



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New Pedagogy

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EI, EDI, DI, di?

Explicit Instruction is unscripted and comes from the work of Dr Barak Rosenshine.

Direct Instruction is scripted and comes from the work of Siegfried Engelmann.

Explicit Instruction, Explicit Direct Instruction (EDI) and direct instruction (di or 'little di') are terms used to describe Explicit Instruction.

Direct Instruction (DI or big DI) is the term used to describe commercial materials such as *Spelling Mastery* written by Engelmann and published by Scientific Research Associates (SRA). DI also includes *Let's Decode*, *Elementary Maths Mastery* and *Junior Elementary Maths Mastery*.

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Designing student learning

Delivering instruction and engaging students

LESSON DESIGN

- Learning Objectives
- Activate Prior Knowledge
- Concept Development
- Skill Development
- Relevance
- Closure

Creating Academic STUDENT ENGAGEMENT

- Pronounce With Me
- Track With Me
- Read With Me
- Gesture With Me
- Pair-Share
- Attention Signal
- Whiteboards
- Complete Sentences

LESSON DELIVERY

- Teach First
- Ask a Question
- Pair-Share
- Pick a Partner
- Use
- Effective Feedback

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Writing Components

Vocabulary

Phonemes, syllable types, morphemes, rules, irregulars.

Spelling

Sentence Grammar

Sentence types

- Simple sentences
- Compound sentences
- Complex sentences
- Periodic sentences
- Elliptical sentences
- Declarative sentences
- Interrogative sentences
- Imperative sentences
- Exclamative sentences

THE WRITING REVOLUTION

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Tipping Point: When something unique becomes common

"the moment of critical mass, the threshold, the boiling point....when ideas and products and messages and behaviors spread"

THE TIPPING POINT
MALCOLM GLADWELL
HOW LITTLE THINGS CAN MAKE A BIG DIFFERENCE
The International Number One Bestseller

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THE AUSTRALIAN

Wednesday, August 25, 2021 | Today's Paper | Mind Games

NAPLAN: Explicit proof that direct teaching methods are best

"Western Australia has broken ranks from the rest of nation as the only jurisdiction to record long-term statistically significant improvements in student NAPLAN scores at both the primary and secondary levels. The state's recent focus on embedding explicit teaching methods appears to be paying off, along with the introduction of the online literacy and numeracy assessment, called the OLNA, which students can bypass if they do well in the year 9 NAPLAN tests." (Urban, 2021)

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The Challenge

"It's a marathon, not a sprint"

**Being a teacher is easy.
It's like riding a bike.
Except the bike is on fire.
You're on fire.
Everything is on fire.
And you're in hell.**

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Writing Components

Keyboarding accuracy then fluency (touch typing)

Handwriting accuracy then fluency

Spelling accuracy then fluency

Vocabulary

Sentence Structure

Sentences: combining and complexity

Writing process: generate ideas, plan, write, transcribe and edit.

- Requires central executive function
- Higher level reasoning
- Synthesizing

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"Short writing often, long writing seldom"

Compound Sentences
Complex Sentences
Appositives
Dialogue
Adding When & Where details
Fragments/COIP/Kernels
Letter-Sounds
Oral language
Handwriting
PA

Commas (lists)
Commas
Sentence Grammar
C/VC/CVC
Vocabulary

Figurative Writing
Topic Sentences
Paragraphs
Genre: Poem
Genre: Narrative
Genre: Review
Genre: Essay

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Writing Process

Planning	Translating	Reviewing
Generating Organizing Goal Setting	Text Generation Transcription Spelling & Handwriting	Evaluating Revising

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When _____ is automatic...	Space is available in working memory to ...
When handwriting (or keyboarding) is automatic	plan, compose, edit and revise.
When spelling is automatic	
When capitalisation and punctuation are automatic	
When vocabulary is automatic	
When writing frameworks are automatic	

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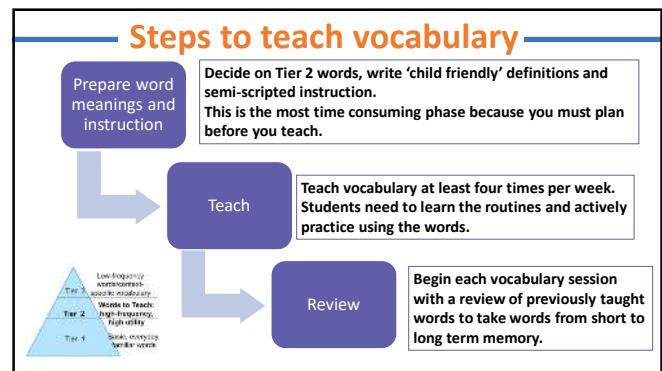
"Short writing often, long writing seldom"

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"Put something in... means teach"

"A writer's brain is like a magician's hat.
If you're going to get anything out of it,
you have to put something in first"
(Louis L'Amour, 1908-1988)

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Choosing words: A Whole School Vocabulary Plan

- Whole school vocabulary plan with words organised into topics.
- Ensures 1500 mainly Tier Two words are taught before students leave Year Six.

Week	Topic: Pirates (International Talk like a Pirate Day)									
K	greedy									
PP	messy	scruffy								
1	cruel	unkind	untidy							
2	vile	devious	slimy	brutal						
3	fearsome	despicable	scoundrel	infamous	pillage	heist				
4	deceitful	cutlass	scallywag	barbaric	plunder	heartless				
5	skulduggery	notorious	scimitar	hijack	murderous	usurp	diabolical	sordid		
6	armada	artillery	insubordinate	mutineer	detestable	unscrupulous	dishevelled	dastardly		

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Words for Bad Guys

evil
mean-hearted
cowardly
selfish
hateful
malicious
heinous
barbaric
diabolical
gross

2 thousand years ago,
a malicious dragon attacked
a majestic village but
the courageous people
never gave up and they
fought tenaciously.

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Week	5 Year olds Shades of Meaning	Year 1 Shades of Meaning	Year 2 Vocabulary	Year 3 Vocabulary	Year 4 Vocabulary	Year 5 Vocabulary	Year 6 Vocabulary
2	Topic Words for great. Words incredible, outstanding, marvelous, mind-blowing, amazing	Topic Words spectacular, remarkable, tremendous, superb, magnificent	Topic Words Students in our classroom. Words attentive, sincere, studious, compassionate	Topic Words You should not litter! Words disgusting, polluted, awful, filthy, horrible, forbidden	Topic Words You should not litter! Words distressed, distraught, cruel, inhumane, confined, outlawed	Topic Words Animals should not be kept in zoos! Words inhaling, lungs, noxious, detrimental, filthy habit, abolished. Sentence Structure Simple: Who (with adjective) what it did.	Topic Words Do not smoke! Words depressed, deleterious, malicious, callous, psychological harm, prohibited Sentence Structure Where, What.

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Sentence Types

Simple sentences

Who what it did.

The cat sat on the mat.

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Sentence Types

Simple sentences

Who what it did.

The cat sat on the mat.

My dragon ate the teacher.

Who?

What it did?

Who what it did.

My dragon ate the teacher.

My big green dragon slowly ate the teacher on a bridge.

Who adjective adjective what it did adverb where.



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Simple Sentence

Simple sentences

1. Who what it did.

The cat sat on the mat.

One adjective: The *black* cat sat on the mat.

Adjective and adverb: The *black* cat sat *happily* on the mat.

Two adjectives: The *black, purring* cat sat on the mat.

Two adjectives and adverb: The *black, purring* cat sat *lazily* on the mat.

2. Who what it did when

3. When, who what it did

4. When, who what it did where

5. Where, who what it did when

6. Who, simile, what it did

7. When, who what it did simile

8. Who, metaphor, what it did

The cat with the sandpaper tongue, sat on the mat.



Simple Sentence

Who what it did.

The pilot and her companion soared through the clouds.



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Simple Sentence

Who what it did.

The pilot and her companion soared through the clouds.

When, who what it did.

Yesterday, the pilot and her companion soared through the clouds.



Compound Sentence

Who what it did, coordinating conjunction who what it did.

The monkey didn't like getting wet, so she tried to shelter under a leaf.

Add two adjectives + an adverb

The baby monkey didn't like getting wet, so she tried unsuccessfully to shelter under an enormous leaf.



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Complex Sentence

Who what it did + 1 adjective + 1 adverb

The lazy tiger rested on the suitcases that were balanced delicately on the elephant's back.

Why, who what it did + 1 adjective + 1 adverb.

Because he was a good friend, the elephant let the exhausted tiger ride lazily on his back.

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Writing Frameworks

Paragraph 1: Statement of Position

Sentence 1: Where What
You must _____ that ...
certainly agree
undoubtedly believe
definitely concur
undeniably accept
absolutely recognise

Sentence 2: You must

Sentence 3: Read on to discover.

PARAGRAPH 1:
In zoos all around the world, animals are locked up in cages living a miserable existence. You must absolutely agree that animals should be allowed to roam free. Read on to discover why.

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Writing Frameworks

Narrative Paragraph 1 - Introduction

Sentence 1: Question aloud
Sentence 2: Name describe a fact
Sentence 3: Wearing and holding
Sentence 4: Physical features with a simile
Sentence 5: Demeanour because
Sentence 6: See, hear, smell

Turn and TALK What would you review, prior to using this writing framework?

"I wonder how long it will take me to walk home the long way?" Caleb pondered. Caleb's puppy had disappeared, so he thought he'd check the bush on the other side of the oval. He put his school cap on and fished one of the puppy's toys out of his bag. Caleb was tall for his age, but he was as scared of the dark as his little brother. He felt overwhelmed with fear because he had to walk past the decrepit old house that everyone knows is haunted. Maybe it was his imagination, but the wind seemed colder and made an eerie sound as it whipped down the road.

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Writing Frameworks

Narrative Paragraph 1 - Introduction

Sentence 1: Question aloud
Sentence 2: Name describe a fact
Sentence 3: Wearing and holding
Sentence 4: Physical features with a simile
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Sentence 6: See, hear, smell

Turn and TALK

- Dialogue
- Simile
- Vocabulary
- Compound/complex sentences

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"This is Christopher, who is a very reluctant Yr 3 writer. He has written a dictated sentence on his own, after completing the spelling rule portion of our Daily Review. His own writing under the smiley face says makes me happy."

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Meanwhile in the African
Savanna, a lone indomitable
young cheetah sprints
away in a gill manouevre
starring it hides in a bush
looking for food in this
unforgiving world.

Leonard

Leonard, Year 5
Fitzroy Valley DHS
Indomitable/agile +
Complex sentence

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Words that describe a Wangkarli

Quantity	lively
Quality/opinion	delicious
Age	sprightly
Shape	
Colour	

agile light-footed sneaky

I saw a _____, _____ wangkarli.

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The _____ lizard is _____.

- Step 1: circle the noun (who)
- Step 2: add an adjective (describing word)
- Step 3: underline the verb (what it does)
- Capital letter?
- Full stop?

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Scaffolded Daily Sentence Writing

A teacher is writing on a whiteboard in a classroom setting. The board displays a sentence structure: "The adjective noun is verb adverb.
The bored baby is playing happily.

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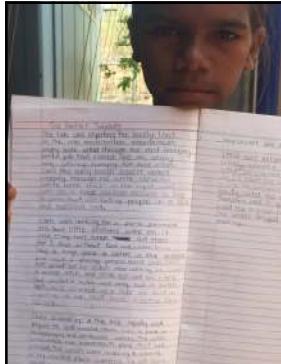
The strong man is running happily.

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The adjective noun is verb adverb.

bored baby playing happily

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The Perilous Journey

The sun was inspecting the lonely land in the cold mountainous hills. An angry gale yelled through the vast freezing land. A gate that roared like an angry wolf getting hungry for deer meat....



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1 minute Vocabulary Daily Review: say, syllables, segment into phonemes to spell...

Teacher: What do we do?
 Students: We listen to the word. (*gesture to ear*)
 Teacher: What's the word?
 Students: *Insert word here* (E.g. incessant)
 Teacher: What do we do?
 Student: We say the word. (*gesture mouth talking with hand*)
 Teacher: What's the word?
 Students: *Insert word here* (E.g. incessant)
 Teacher: What do we do?
 Students: We break it into parts. (*gesture to 'chopping' with hands*)
 Teacher: How many parts?
 Students: in/cess/ant – 3
 Teacher: How many sounds?
 Students: i-n-c-e-ss-a-n-t – 8
 Teacher then moves onto reading the definition...

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The girl is little because.....

Thomas, Year 2, Looma Remote Community School
June 1, 2021



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