



**COLLEGE & CAREER
READINESS**

Evidence-Based Reading Vocabulary

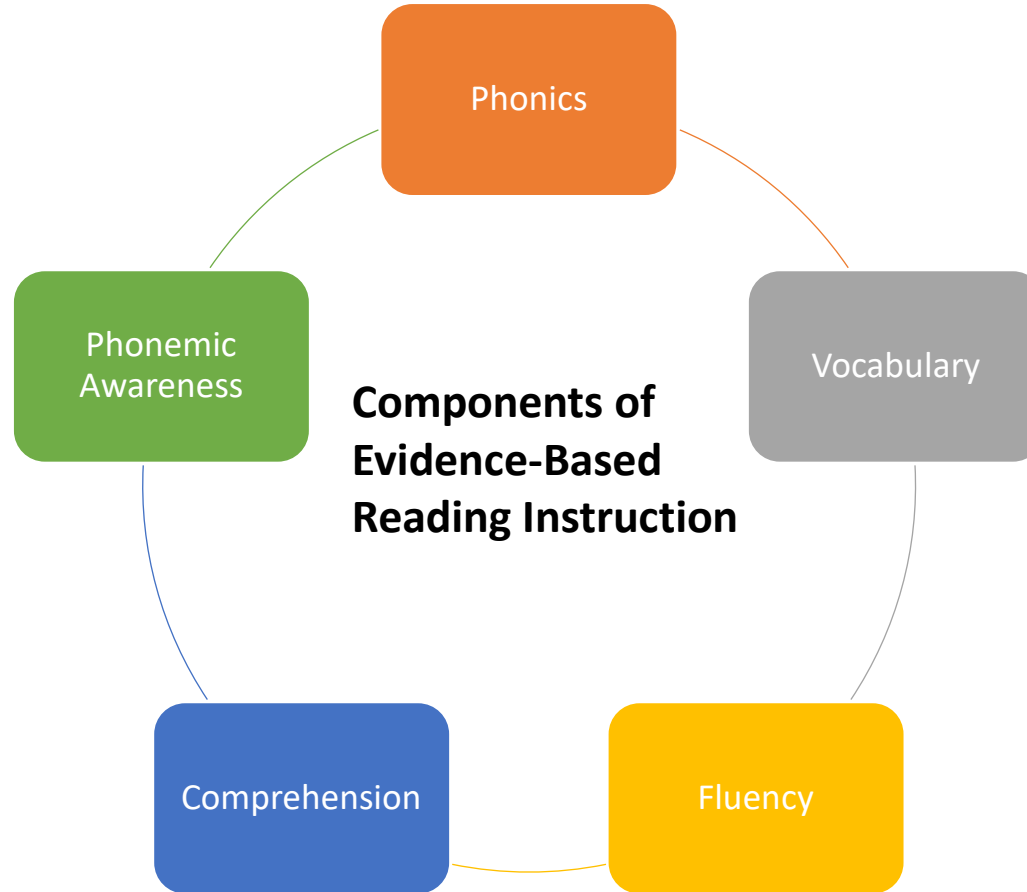
Presented by Michael Tilley

March 30, 2021

This presentation has been recorded, ["EBRI Vocabulary."](#)



Background on Evidence-Based Reading





Overview

- Define vocabulary and associated tiers of vocabulary
- Identify the role of vocabulary instruction in adult education
- Evaluate direct and explicit vocabulary instruction
- Plan for vocabulary instruction after an initial assessment
- Compare strategies for teaching vocabulary across the curriculum



Vocabulary 101

Receptive Vocabulary

Expressive Vocabulary

Oral Vocabulary

Reading Vocabulary





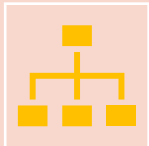
Three Tiers of Vocabulary



Tier 1: High frequency basic words with concrete meanings



Tier 2: High frequency words for mature readers that function across content areas



Tier 3: Lower frequency words that have one meaning in a discipline



Tier 1

1. Modals [**can, cannot, could, may, might, must, shall, should, will, would**] (Super cluster 1: Auxiliary and Helping Verbs)
2. Relationship Markers (Concurrent Action) [**as, at, during, now, of, on, together, when, while**] (Super cluster 6: Time)
3. Primary Auxiliary Verbs [**did, do, does, doing, done, had, has, have**] (Super cluster 1: Auxiliary and Helping Verbs)
4. Auxiliary Verbs [**am, are, be, been, is, was, were, being**] (Super cluster 1: Auxiliary and Helping Verbs)
5. Relationship Markers (Addition) [**and, of, too, with**] (Super cluster 7: Comparison and Contrast)
6. Pronouns/Reflexive Pronouns [**he, him, I, it, me, myself, she, them, they, us, we, you**] (Super cluster 2: Pronouns)
7. Possessive Pronouns [**her, hers, its, mine, my, our, their, your, yours, his, ours, theirs**] (Super cluster 2: Pronouns)
8. Interrogative Pronouns [**what, when, where, which**] (Super cluster 2: Pronouns)
9. Direction To and From [**at, from, to**] (Super cluster 4: Physical Location and Orientation)
10. Cause/Effect (Relationship Markers) [**because, by, for, from, if, since, so, then, to, because of**] (Super cluster 3: Cause and Effect)
11. Relative Pronouns [**that, which, who**] (Super cluster 2: Pronouns)
12. Indefinite/Interrogative Adverbs [**how, why**] (Super cluster 2: Pronouns)
13. Specifiers [**a, an, each, every, no, that, the, these, this, those, either**] (Super cluster 5: Measurement, Size, and Quantity)

14. Exclamations (General) [**ah, aha, bye, gee, good-bye, ha, hello, hey, hi, ho, maybe, no, oh, ok, okay, ooh, wow, yes, goodnight, wow**] (Super cluster 9: Verbal Interactions)
15. Intensifiers [**more, most, much, so, such, sure, too, very, well, badly**] (Super cluster 5: Measurement, Size, and Quantity)
16. Relationship Markers (Concurrent Action) [**already, early, fresh, new, ready, since, young, ago, lately**] (Super cluster 6: Time)
17. Directions [**left, right, east, north, south, west**] (Super cluster 4: Physical Location and Orientation)
18. Diminishers [**almost, enough, just, only, hardly, alone, mostly, nearly, simply**] (Super cluster 5: Measurement, Size, and Quantity)
19. General Amounts [**all, another, both, few, half, less, little, lot, many, more, most, none, only, other, pair, two, whole, amount, couple, extra, several, single, twice**] (Super cluster 5: Measurement, Size, and Quantity)
20. Distances [**along away, beside, between, by, close, far, near, past, toward, apart, aside, beyond, nearby, opposite, outer**] (Super cluster 4: Physical Location and Orientation)
21. Front/Middle/Back [**ahead, back, behind, end, forward, front, middle, center, last, ahead of, among, backward, backwards, rear**] (Super cluster 4: Physical Location and Orientation)
22. In/Out [**across, in, inside, into, out, outside, through, enter, outdoors, indoor, indoors, throughout, within**] (Super cluster 4: Physical Location and Orientation)
23. Down/Under [**below, bottom, down, low, under, beneath, underneath, downhill, downstairs, downward**] (Super cluster 4: Physical Location and Orientation)



Tier 2

essential	appreciated	altered
intervened	decent	well-off
attractive	rambling	prospect
valet	throttling	complication
gravely	upshot	leisure
disinterested	scornfully	devotedly
absurdly	endangering	inevitable
entrenched	gloomy	sullen
savage	unwarranted	abuse
endurance	revelation	sobering



Tier 3

MEASUREMENT

- ounce (oz)
- two-column table
- conversion
- benchmarking
- linear unity
- measure of center/central tendency
- overestimation
- precision
- underestimation
- Richter scale
- speed
- velocity
- acceleration
- critical paths method
- decibel
- direct measure
- force
- indirect measure
- series circuit
- transitivity principle for indirect measurement
- unit analysis
- upper/lower bounds

ACCESS AND ORGANIZE INFORMATION:

- accuracy
- bibliography
- conclusions (in an argument)
- credible/credibility
- data
- efficient
- plagiarism
- relevant
- standard citation format
- advanced search
- anecdotal scripting
- annotated bibliography
- authoritative
- conceptual map
- flow of ideas
- limitation
- overreliance



Breakout Room Activity



Sort words into Tiers 1-2-3



Discuss how you would choose to teach vocabulary in the varying tiers



What strategies have you shared to invoke a love of reading for adult education students?



The Importance of Vocabulary

- Many of our learners “are stuck in the classic vicious cycle: Their limited vocabulary and background knowledge create comprehension problems, and because they have difficulty with comprehension they don’t choose to read much, so they don’t develop vocabulary through reading...” (McShane, 2005 p.60-61)

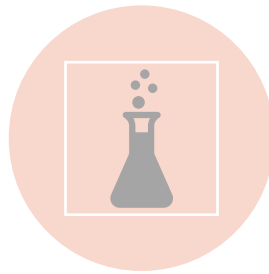




Link Between Vocabulary and Comprehension



INSTRUMENTAL
HYPOTHESIS



BYPRODUCT
HYPOTHESIS



KNOWLEDGE
HYPOTHESIS



LANGUAGE PROFICIENCY
HYPOTHESIS



Tier 1 Strategies

Pre-Teach Vocabulary from Instructional Texts

Word Selection

Useful Words

Difficult Words

Teach Signal Words

Sequence

Emphasis

Cause and Effect



Tier 2 and 3 Strategies

Define Words with Word Cards and Word Maps

4 Part Index Cards

Graphic Organizers

Semantic Maps

Word-Learning Strategies

Sequence

Emphasis

Cause and Effect

VOCABULARY WORD MAP

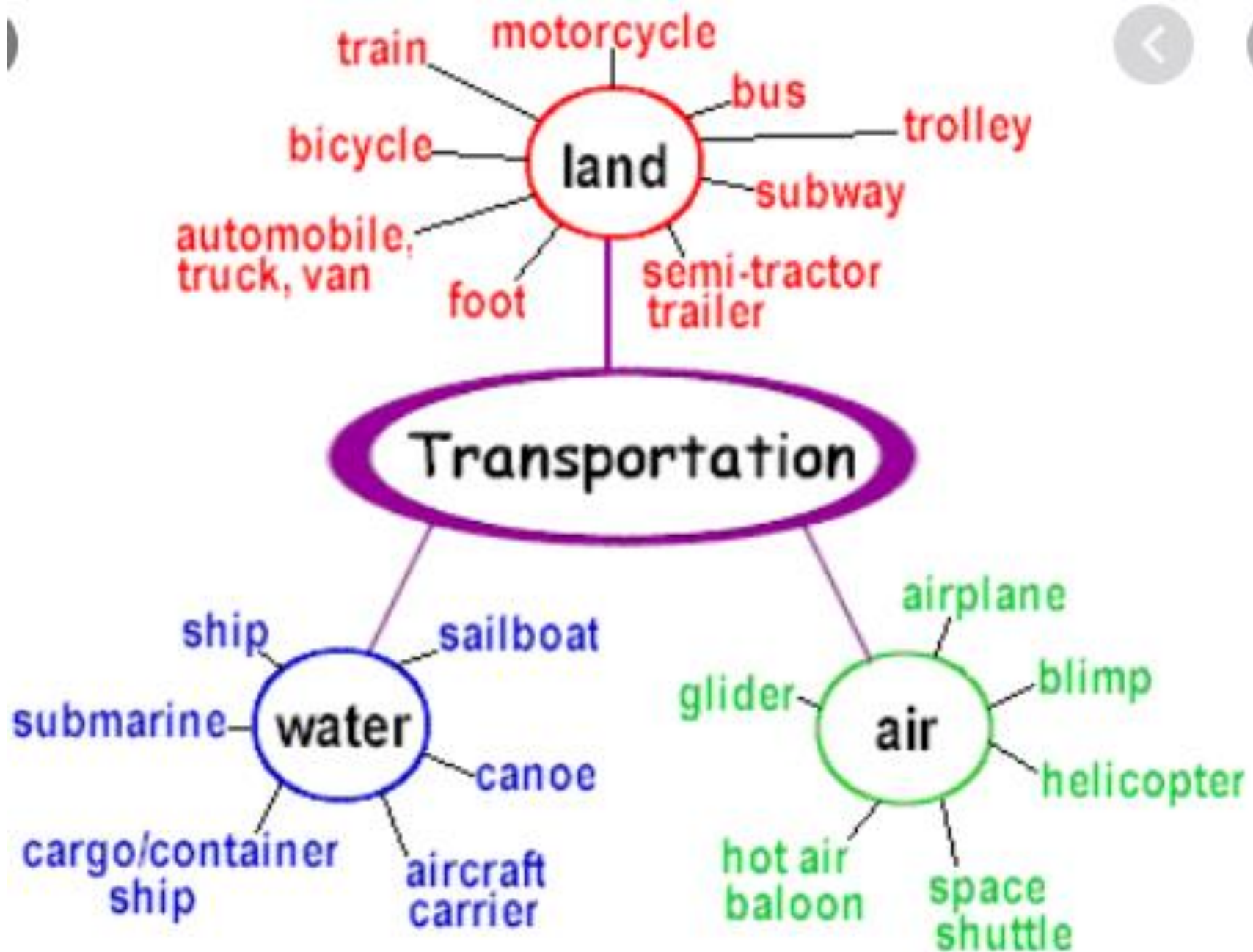
DEFINITION or SYNONYMS

ANTONYMS

VOCABULARY WORD

WRITE A SENTENCE USING IT MEANINGFULLY

DRAW a PICTURE of IT





Effective Vocabulary Instruction

Let Learners Discuss in Pairs



Encourage Wide Reading



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Breakout Room Activity



Groups 1-6: How would you approach teaching vocabulary to low level ABE learners?



Groups 7-12: How would you approach teaching vocabulary to intermediate learners?



Groups 13-18: How would you approach teaching vocabulary to ESL learners?

Explicit Vocabulary Instruction in Action





Vocabulary Instruction and NRS-Approved Assessments



[TABE 11/12](#)



[CASAS](#)



[BEST LITERACY](#)



[BEST PLUS 2.0](#)



Teaching Vocabulary Across the Curriculum

Instructors can help students improve vocabulary by providing instruction that helps them see the value and relevance of word study and allows them to study interesting and important words that come from texts they read in and outside of the classroom.





Vocabulary in Science - Alphaboxes

Alphaboxes

The Book Earth Science

The Reader(s)

A ash atmosphere anthracite aa	B basalt beaches	C Crest cone composite clouds continental drift	Divergent boundary deposition decay dinosaurs diamonds
E Earth erupt earthquake erosion extinct	F fault fossil fossil fuel	G geysers gems granite	H hot hardness Hawaii
Igneous Ice	Jagged Jetty Jewelry	Kilueaa Kinetic energy	Limestone luster lava layers
Mantle magma minerals metamorphic	Nature new land	Ozone	Pangea Plants
Q quartz quakes	Rocks Rock cycle	S shield streak sediment seismograph Sedimentary	Tides tsunami tectonic plates tornadoes
U underground	V volcano violent	W weathering water	XYZ extrema extra zig zag Yellowstone

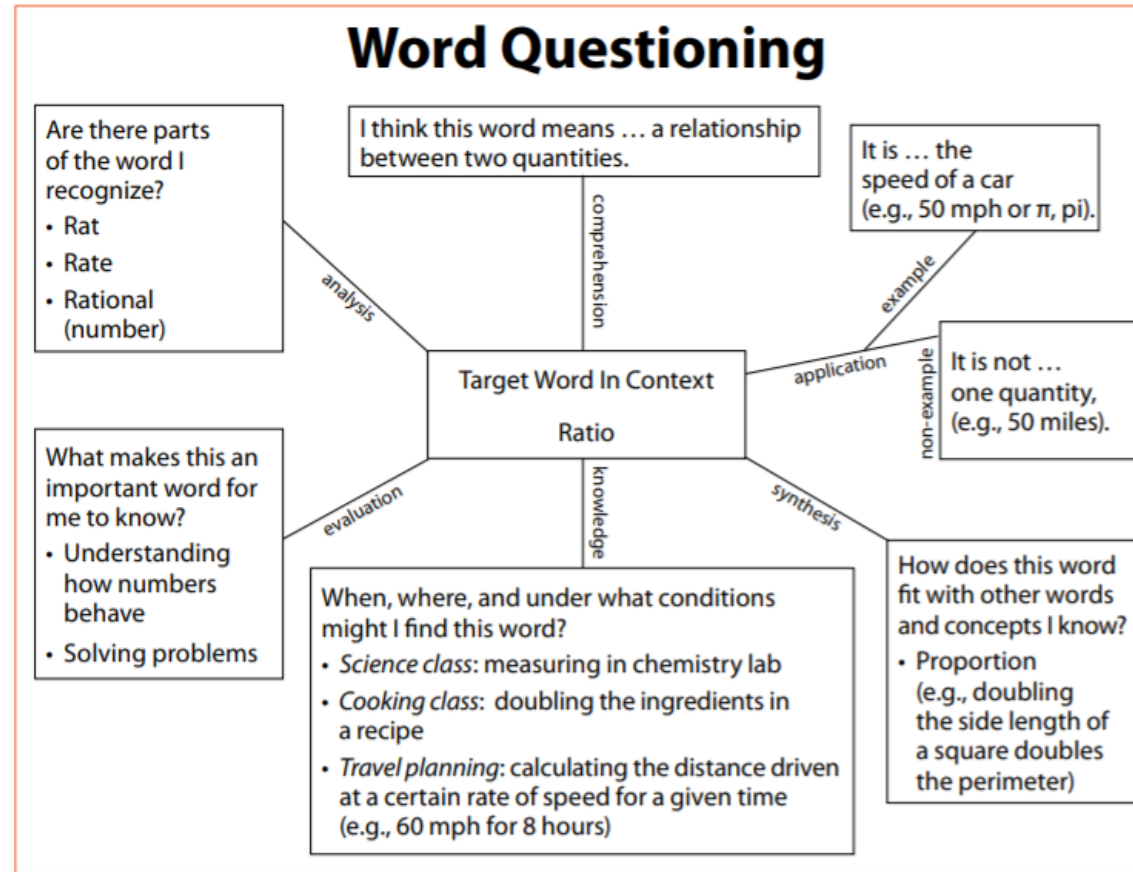


Vocabulary in Science – Word Sorts

mountains	hot spent vent	Earth's crust
sandblasting	Earth's climate	faults
underwater mountains	steam	collide
heat and pressure	glaciers	sedimentary rock
deltas	magma	cinders and ash
fault-block mountains	folds	growing mountains
continents drift	dissolve	erosion
volcanoes	lava	plates
mountains slow dance	erosion mountain	plateaus
folded mountains	ranges	eruption



Vocabulary in Mathematics – Word Questioning



Adapted from Allen (1999)





Vocabulary in Language Arts – Linear Array

Tight Times
by
Barbara Shook Hazen

Category	Vocabulary Words			Explanation	
Behavior towards parents	complaining	<input type="text"/>	<input type="text"/>	<input type="text"/>	understanding
	bothersome	<input type="text"/>	<input type="text"/>	<input type="text"/>	agreeable
	disobedient	<input type="text"/>	<input type="text"/>	<input type="text"/>	obedient
	naive	<input type="text"/>	<input type="text"/>	<input type="text"/>	experienced



Vocabulary in Social Studies – Story Impressions

Story Chain	Story Prediction
tradition	
Ptolemaic System	
Earth as center of universe	
Copernican System	
Earth moves	
Galileo's Italy	
religion	
telescope	
observations	
discoveries	
heresy	
the Pope	
inquisition	
imprisonment	
blindness	
pardon	



Vocabulary Lessons

- **Knowledge Rating Scale**

1. Before introducing new vocabulary words, ask students to rate their knowledge of the meanings of the words.
2. After the words have been introduced, ask students to check their ratings. Were they accurate? Would they change any of their ratings? Why?
3. Once students have had multiple encounters with the words, ask them to rate the words again. Do these ratings differ from their initial ones?

- **Vocabulary Words with Definitions**

- Present the new words and introduce the meaning of each new word. You may want to have the students complete the knowledge ratings scale on the following page before presenting the new words.

- **Creating Examples**

- After presenting the new words and meanings, lead a discussion with your adult learners. Be sure to give some examples of the context for the words and ask students to give their own examples. You may want to give examples and get input from students as you introduce each new word and definition.





Vocabulary Lessons

Word			
Definition			
Part of Speech		Where it is used.	
Synonym			
Related Word(s)			
Sentence showing how it is used.			



Resources

- <https://abspd.appstate.edu/vocabulary-lessons>
- <https://www.vocabulary.com/articles/booknook/using-semantic-maps-to-develop-word-meaning/>
- <https://community.lincs.ed.gov/group/109/discussion/identifying-tier-2-and-tier-3-words>
- <https://valrc.org/courses/reading/lesson4/lesson4.html>
- <https://www.readingrockets.org/teaching/reading101-course/modules/vocabulary/vocabulary-practice>



Resources

- <https://www.literacyworldwide.org/docs/default-source/where-we-stand/evidence-based-position-statement.pdf>
- <https://www.colorincolorado.org/article/selecting-vocabulary-words-teach-english-language-learners#h-tier-1-words>
- <https://www2.ed.gov/programs/readingfirst/support/rmcfinal1.pdf>
- <https://lincs.ed.gov/professional-development/resource-collections/profile-425>
- https://drive.google.com/drive/folders/1kxYatOfWw1SkGxH_oKU9icGUafc9_V77



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Questions?



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**Thank you for
attending!**