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| **1. Choose word(s) from text that you feel need to be addressed** |
| **2. Use the Criteria to determine which words to teach**  **(check ALL that apply)** |
| * Students are likely to see the word often in other texts and across domains. * The word has root words, prefixes, suffixes or other word parts. * The word will be useful in students’ writing. * The word relates to other words or ideas that the students know or have been learning. * Word choice has significance in the text. * The context does not provide enough information for students to infer the meaning. |
| 3. **Based on criteria and students, this word would be considered a Tier \_\_\_\_\_\_\_\_ word.**   * **Tier 3 –** Highly specialized, subject-specific; low occurrences in texts; lacking generalization * **Tier 2 –**Abstract, general academic (across content areas); encountered in written language; high utility across instructional areas * **Tier 1 -** Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level |
| 4. **Which word(s) should be taught?** |

***Vocabulary Instruction: “Bringing Words to Life”***

(Beck, 2002)

Using vocabulary from a read-aloud or grade level text, students will gain an understanding of the identified word(s) by:

1. Contextualize the word for its role in the story.
2. Explain the meaning of the word.
3. Ask the students to repeat the word so they create a phonological representation of the word.
4. Provide examples in contexts other than the one used in the story.
5. Interact with examples or provide their own examples.
6. Children say the word again to reinforce its phonological representation.
7. Encourage children to interact with the word(s).
   1. Making Choices
   2. Using Illustrations
   3. Using Facial Expressions