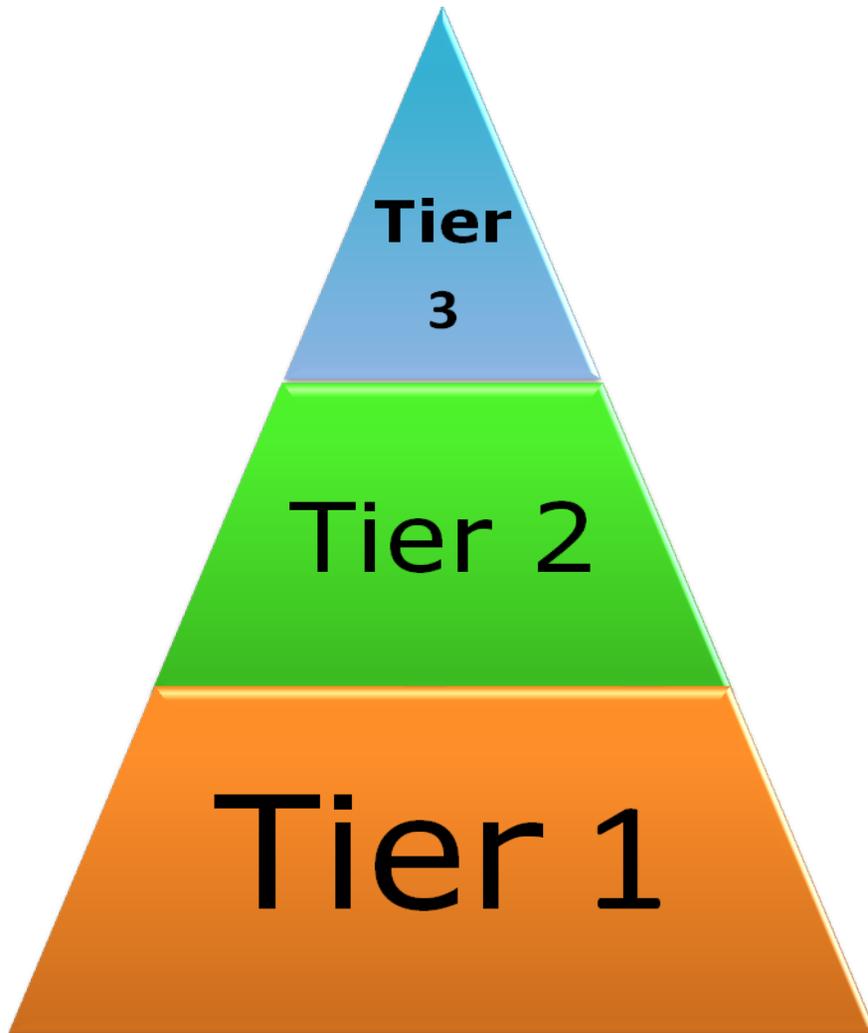


Three-Tier System



- Specialized words that do not appear frequently in written or oral language
- Words that are content specific
Examples: condensation, perimeter

- Words students are unlikely to know
- Words are generally used across domains
Example: balcony, splendid, murmur

- Basic words students are likely to know
- High frequency words
Examples: between, daddy, food, night, some

Word Selection Process

- Identify Tier II words in the text.
- Analyze the words:
 - Which words are my students unlikely to know?
 - Which words are critical to understanding the text?
 - Which words are likely to be encountered in other texts, either in reading or other content areas?
- Select 3-5 words to teach explicitly.

Apply the Process: Selecting Words for Explicit Instruction

Jay and I would have stayed there forever if we could have packed enough peanut butter and crackers to ward off the pangs of hunger that often caused angry grumblings in our stomachs! The old maxim that the grass is always greener sure didn't apply to us. To us, we were experiencing perfection – no school, this lazy stream, a crooked branch from the big elm fashioned into a fishing pole and a can half full of earthworms, taken from under a rock near our barn, to use as bait.

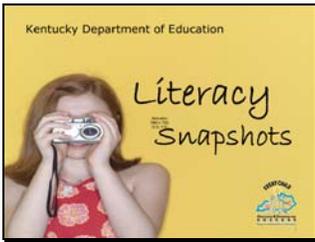
Tier II Words in Passage	3-5 Words Selected for Explicit Vocabulary Instruction

“Selecting Words for Vocabulary Instruction”

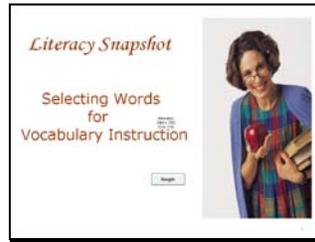
NEXT STEPS

Determine next steps for using the vocabulary selection process.

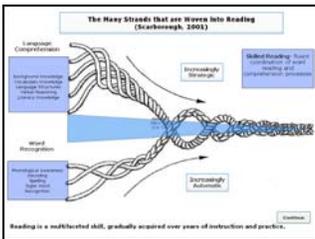
- When and how will you use this process during planning and instruction?
- What support will you need?
- When and how will you meet with colleagues to discuss the use of this process?



Welcome



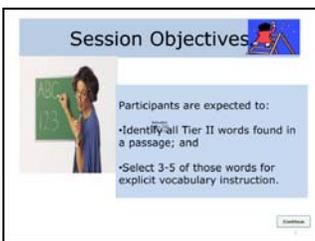
Selecting Words for Vocabulary Instruction



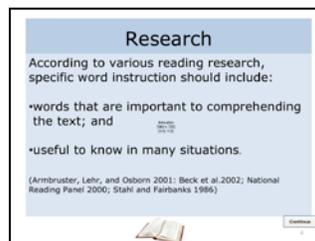
Scarborough rope



Session Goal



Session Objectives



Research

Three-Tier System

Tier 3
 • Representative words that do not appear frequently in students' oral language
 • Words that are content specific
 • Examples: mitochondria, hemisphere

Tier 2
 • Words students are unlikely to know
 • Words are generally used across disciplines
 • Examples: literary, technical, scientific

Tier 1
 • Words students are likely to know
 • High frequency words
 • Examples: address, ability, back, night, work

Handout 1

Three-Tier System

Word Selection Process

- Identify Tier II words in the text
- Analyze words
 - Which words are my students unlikely to know?
 - Which words are critical to understanding the text?
 - Which words are likely to be encountered in other texts, either in reading or other content areas?
- Select 3-5 words to teach explicitly

Beck (2002)

Handout 2

Word Selection Process

I Do It!

We sat on the banks of the quiet stream, hearing the distant call of birds deep in the woods on the other side. The sun warmed our backs, forcing its late summer heat through the thin layers of our patterned shirts. Some would suffer the depth of grief should they find themselves abandoned in our isolated little piece of heaven. To be sequestered here for more than a few hours would have them searching for transportation back to their idea of civilization.

Handout 3

I Do It!

We Do It

Jay and I would have stayed there forever if we could have packed enough peanut butter and crackers to ward off the pangs of hunger that often caused angry grumbles in our stomachs! The old maxim that the grass is always greener sure didn't apply to us. To us, we were experiencing perfection - no school, this lazy stream, a crooked branch from the big elm fashioned into a fishing pole and a can full of earthworms, taken from under a rock near our barn, to use as bait.

Handouts 1-3

We Do It

Wrap Up

Remember, it is crucial to select words that are necessary to the comprehension of the text.

Also, explicitly teach a manageable number of words that are apt to be encountered by students in many different text.

Handout 4

Wrap Up

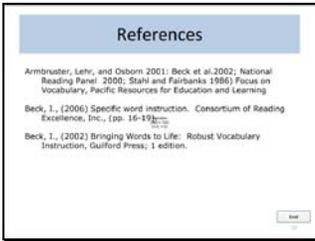
Next Steps (You Do It)

Determine next steps for using the vocabulary selection process.

- When and how will you use this process during planning and instruction?
- What support will you need?
- When and how will you meet with colleagues to discuss the use of this process?

Handout 4

Next Steps



References
