

Instructional Guide for General Academic Vocabulary

Text: *Cathedral: The Story of Its Construction*

Choosing Tier Two Words for Focused Instruction	
Criteria:	Tier Two Words
Word is central to understanding the text	<i>construct</i>
Word choice and nuance are significant	<i>support</i>
Students are likely to see this word frequently	<i>install</i>
Word is a more mature or precise label for concepts already known to students	<i>hoisted</i>
Word lends itself to teaching a web of words and concepts around it	<i>erected</i>



Planning Explicit Instruction			
1. Set a purpose for learning.	2. Identify critical details that define the new concept	3. Use highly specific examples and non-examples	4. Connect new concepts to previously learned material
Explain to students that the word <i>construct</i> was chosen because it is used often in the text and is critical to comprehension of the text.	Build, make, put up, erect	Examples: Building something that usually requires a certain amount of time, effort, and ability. Non Examples: Knock down, take apart	Ask students to think of an example of something they have <i>constructed</i> . Ask students to think of the time it must have taken someone to <i>construct</i> the cathedral or another pertinent historical landmark.
This word has multiple meanings and it is important for students to use the correct meaning to avoid misinterpretation and allow for a deeper understanding of the text.	Hold up, bear, maintain	Examples: Something that holds up a structure Non Example: Emotional support, financial support	Ask students: Why is it so important for carpenters to <i>support</i> the structures? What would happen if the structures were not <i>supported</i> adequately?
The word <i>install</i> can be applied to many contexts; therefore it is important that students have a clear understanding of the word.	Fit, mount, put in	Examples: Build in something Non Examples: Take away	Ask students to describe a time when they (or their parents) had something <i>installed</i> .
Explain to students that <i>hoist</i> is a more mature or precise way to convey the meaning of lifting or raising something.	Lift, raise, erect	Examples: Boosting something up. Non Examples: Drop, lower, fall	Use the time period that is currently being discussed in history class to discuss objects that may have been <i>hoisted</i> .
Explain that this word is important to teach because it lends itself to exploring the meaning of other words/concepts such as: engineer, vertical, rigid	Construct, assemble	Examples: Building something and putting it up. Non Examples: Demolish, dismantle	Discuss the nuances between the words <i>construct</i> and <i>erect</i> . How are the words different?