Academic Vocabulary

Part 2: Selecting Tier Two Words for Explicit Instruction
Facilitator Notes

Goal:

Participants will:

- Practice identifying Tier Two and Tier Three words within a text.
- Use criteria to select Tier Two words for explicit instruction.
- Use a common instructional guide to begin planning explicit vocabulary instruction.

Session Requirement:

Participants should have completed Academic Vocabulary, Part 1 Module.

Distribute to Participants:

- Text Excerpts:
  - Example 1: *A Medieval Feast* by Aliki. (included within Appendix B as a 2-3 grade band text exemplar: pages 53-54)
  - Example 2: *Cathedral: The Story of Its Construction* by David Macaulay. (included within Appendix B as a 6-8 grade band text exemplar: page 96)
  - Example 3: "Working Knowledge: Electronic Stability Control." (included within Appendix B as a 11-12 grade band text exemplar: page 181)
- Instructional Guide for General Academic Vocabulary
- Reflection Questions

Time Required: approximately 60 minutes

Instructions:

1. Participants should spend 5 to 10 minutes reflecting upon their experience with the first module in the Academic Vocabulary series.
   Discuss with a partner or small group:
   - What did you find most helpful?
   - What was difficult?
   - Have you had a chance to incorporate this focus on Tier Two words in your instruction? If so, how did it go?
2. Group participants according to the following categories: elementary, middle, or high school.
3. Facilitator should distribute appropriate text excerpts to participants according to their group.
   - Elementary group: Example 1: *A Medieval Feast*
   - Middle School group: Example 2: *Cathedral: The Story of Its Construction*
   - High School group: Example 3: "Working Knowledge: Electronic Stability Control"
4. Participants should:

- Read excerpt to familiarize oneself with the excerpt for context.
- Reread excerpt to identify some Tier Two and Tier Three words.
  - Group should decide on a way to mark text (i.e., circling, underlining, highlighting)
- Discuss identified Tier Two and Tier Three words with group.

NOTE: Facilitator may refer to the annotated text excerpts (Excerpt 1, 2, 3) for an example of some identified Tier Two and Tier Three words to be used as a reference.

5. Facilitator should distribute **Instructional Guide for General Academic Vocabulary** to each participant.
6. In groups, participants will:
   - Discuss criteria for choosing Tier Two words in order to clarify and solidify understanding.
   - Choose 4-6 Tier Two words from the text that match the criteria and record in Instructional Guide.
   - Discuss the four steps for planning explicit instruction in order to clarify and solidify understanding.
   - Choose one word to plan for instruction.
     - Follow the four steps by engaging in discussion and recording the group's thinking below each appropriate step.

   NOTE: If time allows, the group may plan instruction for an additional word.

   Facilitator may choose to use the provided **Instructional Guide Examples** as a reference to assist groups that may require additional support.

7. Facilitator should distribute **Reflection Questions** and invite all participants to join the larger group for wrap-up.
   - Participants should independently answer questions and then share with the larger group