Instructional Guide for General Academic Vocabulary

Text: "Working Knowledge: Electronic Stability Control"

Choosing Tier Two Words for Focused Instruction		Planning Explicit Instruction			
Criteria:	**Tier Two Words**	**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**
Word is central to understanding the text	*evolution*	Explain that this word was chosen because it is central to understanding the text. Students would benefit from understanding how this new technology is part of an ongoing *evolution*.	A process of continuous change or growth that progresses to a higher, better, or more complex state	**Examples**: This technology is ongoing and continues to evolve and change for the better. **Non Examples:** Regress, decline, stagnant	Direct students to a concept that is familiar and ask them to trace its *evolution*. (i.e. the *evolution* of the cell phone)
Word choice and nuance are significant	*dampen*	Explain that this word has multiple meanings; therefore it is important to understand the intended meaning in order to increase understanding of this text.	To diminish the activity of; to weaken.	**Examples**: Tone down or lessen **Non Examples:** Depress one's spirits, make moist	Ask students to provide examples of other situations, perhaps scientific, in which something is *dampened*, or weakened.
Students are likely to see this word frequently	*petition*	Explain to students that this is a word that they may encounter often, so it is important that they have a solid understanding of the word to help them in other occurrences.	To request or call for	**Examples**: In order for certain systems to continue or progress, they require *petitioning*. **Non Examples:** Sign a petition	Describe a situation associated with technology in which something is requested or called for in order to continue. (i.e. cell phone functions or video games)
Word is a more mature or precise label for concepts already known to students	*trajectory*	Explain to students that they may recognize the word *track* more easily, but that the word *trajectory* is a more precise label for the concept within this text.	Direction, path	**Examples**: Not getting off course, staying on track, being aligned. **Non Examples:** Deviation, misdirection	How is maintaining a *trajectory* important to something such as a vehicle?
Word lends itself to teaching a web of words and concepts around it	*proliferate*	Set a purpose for learning the meaning of *proliferate* within the context of this text. Show students how learning associated words and concepts such as: evolve, flourish, prosper, and diminish can deepen their understanding of the concept.	Grow, evolve, develop	**Examples**: Improve and evolve over the years **Non Examples:** Decrease, diminish	Make the connection between the words *evolution* and *proliferate*. How are the words similar? What makes the words different?