A PROCESS FOR SELECTING VOCABULARY WORDS TO TEACH

1 IDENTIFY WORDS AS TIER I, TIER 2, OR TIER 3 WORDS

Tier 1	Tier 2	Tier 3
• Words used in everyday speech • Students with a limited vocabulary will need support	• General academic words • Words found more often in written texts across disciplines	• Domain-specific words • Words found more often in written texts within a specific discipline

2 SELECT WORDS FOR INSTRUCTION

Representative	Repeatability	Transportable	Contextual Analysis	Morphological Analysis	Cognitive Load
Is it critical to understanding?	Will it be used again?	Is it needed for discussion or writing?	Can it be figured out with context?	Can it be figured out by its word parts?	Can students learn any more words?

3 IDENTIFY THE EXTENT TO WHICH STUDENTS NEED TO KNOW THE WORDS

Level 1	Level 2	Level 3	Level 4
Unknown – "I've never heard that word before."	Knowledge that the word exists – "I've hear the word before."	Partial Knowledge – "I have a general understanding of the word."	Complete Knowledge – "I can define the word and use it correctly."

4 DECIDE WHICH INSTRUCTIONAL PRACTICES, CLASSROOM STRATEGIES, AND ASSESSMENTS WILL BE USED TO TEACH THE WORDS AND MEASURE STUDENT PROGRESS

Instructional Practices	Classroom Strategies		Assessments
— Teacher talk — Think aloud — Read aloud — Activate background knowledge — Productive group work — Conferring with students — ___ Other	— Wide reading and writing — Graphic organizers — Anticipation guides — Writing to learn — List-Experience-Activity-Discussion — Alphabet vocabulary chart — ___ Other	— Concept circles — Word maps — Categories and labels — Possible questions — Possible sentences — List-Group-Label — ___ Other	— Teacher observation — Conferring with students — Student work — ___ Other

Adapted from Chall, 1983; Dale, 1965; Graves, 2006; Nagy, 1988, 2000; Marzano & Pickering, 2005; Scott et al, Stahl, 1999