



Vocabulary

Vocabulary is divided into three tiers for instruction.

| Type of word | Explanation | Examples | How to teach |
|-------------------|--|-----------------------------------|---|
| Tier One | words that are familiar, everyday language | family, the, brother | word walls |
| Tier Two | sophisticated words, high utility | unique, devious, | explicitly teach in context of a book, not in isolation |
| Tier Three | rare, subject specific | landform, trapezoid, archeologist | in subject specific contexts, for concept knowledge |

How to teach Tier 2 words using Text Talk

1. Choose a book to read aloud that is rich in vocabulary. This can be a book you plan to use later in another lesson or a chapter book you are reading aloud to the class.
2. Go through the book and choose all the Tier 2 words ("candidates") that could be taught using the book.
3. Carefully choose only 3-4 words that you could teach.
 - Look for high utility words that can be used across many settings like writing and everyday conversation.
 - Words with the most mileage
 - Words that students would have many opportunities to use.(not merry, tunnel)
 - Words that might not be learned independently.
4. Create child friendly definitions for each word.

www.wordcentral.com

<http://dictionary.reverso.net/>

5. Read aloud the book (see attached example) stopping along the way to discuss for comprehension. The book can last more than one day or be completed in one day.

DO NOT PRETEACH WORDS!

6. Explicitly teach chosen Tier Two vocabulary. Review each word and how it was used in the story.

7. Extend with activities:

- examples/non examples
- record in notebooks (Word Wizard)
- illustrations
- concept webs
- using words in context
- can assess words at the end of the week
- reward students who use the new words in writing or conversation

8. Find a place to display words in the room.

Sample lesson ideas (all books available in the Bangert Library)

| Book | Tier Two Words |
|------------------------------|--|
| Ruby the Copycat | coincidence, loyal, murmured, recited, bitter, sensitive |
| Stellaluna | clumsy, limped, clutched |
| The Picnic at Mudrock Bottom | admit, eerie, vanished |
| Abiyoyo | ostracized, staggered |
| Wolf! | concentrate, ignore, impressed |

Sources and Additional Examples

Bringing Word to Life by Beck, McKeown and Kucan

Creating Robust Vocabulary Frequently Asked Questions and Extended Examples by Beck, McKowen and Kucan

Scholastic website (attached example)

http://teacher.scholastic.com/products/texttalk/pdfs/Ruby_Lessonplan.pdf

A compilation of quality, picture books and sample lessons:

<http://www.schools.utah.gov/curr/readingfirst/documents/combinedtexttalklessons.pdf>

