

Suggested Steps for Explicit Instruction in Academic Vocabulary	
Step 1	<p>Teachers and instructional leaders, including administrators, determine schoolwide grade level list of Tier 2 academic vocabulary words.¹</p> <ul style="list-style-type: none"> • Content teachers/grade level teachers collaboratively develop suggested list of age/grade level appropriate Tier 2 academic vocabulary words students need to know. • Leadership team or group of teacher representatives across contents and grades collaboratively select words from the list for explicit vocabulary instruction. Lists are by grade level, but should not be separated by content/subject. Rather, students should see how the same academic vocabulary words pertain to a number of different subjects.
Step 2	<p>Instructional leaders determine a specific strategy that ALL teachers in ALL subjects and grades will implement; for example, using the Frayer Model to teach vocabulary. They also determine the frequency and duration of the explicit vocabulary instruction using this particular strategy; for example, all teachers will use the strategy at least one time per week for six weeks.</p>
Step 3	<p>Instructional leaders establish criteria for what they expect to see teachers and students doing/saying, etc., BOTH as teachers implement this explicit vocabulary strategy AND as teachers follow up by regularly incorporating the words that have been explicitly taught into instruction and assessment; for example, using the words in the stems and/or prompts of assessment items.</p>
Step 4	<p>Instructional leaders provide professional development on the selected strategy for explicit vocabulary instruction. This can be as brief as 15 minutes and can be accomplished in a faculty meeting, department meeting, grade level meeting, etc. If more than one person facilitates this PD, care is taken to ensure that all deliver exactly the same tools and information.</p>
Step 5	<p>ALL teachers implement the selected strategy for explicit vocabulary instruction according to the frequency and duration specified and then use these academic vocabulary words frequently in instruction and assessment.²</p>
Step 6	<p>Instructional leaders regularly monitor implementation of explicit vocabulary instruction and follow up via lesson plans, focused walk-throughs, regular observations, etc.</p>
Step 7	<p>Repeat steps 2 through 6.</p>

¹Tier Two words (what the standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

Source: Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Appendix A, pp. 33-34.

Other examples of Tier Two vocabulary include words such as determine, decide, resolve, conclude, establish, significant, underlying, core, primary, conclude, infer, imply, interpret, assume, deduce, construe, analyze, judgment, opinion, evidence.

²Because regular use and repetition are essential to vocabulary acquisition, it is not necessary for teachers to focus on the same exact academic vocabulary words at the same time. Rather, they may select from the grade level lists as appropriate, making sure to teach and use ALL the words from the predetermined list throughout the year.