

Step 1

Vocabulary Selection Planner

Use this planning template to select appropriate vocabulary words for instruction. Answer the questions to arrive at a list of target words.

CENTRAL TEXT _____

INDEPENDENT OR “EASY” WORDS (OFTEN TIER ONE)	INSTRUCTIONAL OR “JUST RIGHT” WORDS (OFTEN TIER TWO)	CHALLENGING OR “TOO HARD” WORDS (OFTEN TIER THREE)
What words in this text do my students spell and use correctly?	What words in this text do my students spell and use but confuse?	What words in this text are my students unable to spell and understand?

Step 2

Once you have selected target words, indicate which are tier two and tier three words.

DIRECTIONS

- a. Read the text. Determine learning objectives and how students will be assessed on mastery of those objectives.
- b. Select words students should know by the end of the lesson to meet those objectives. Use the Vocabulary Selection Planner in Step 1 to produce that list.
- c. Indicate which target words are tier two and three.

TARGET WORDS	TIER TWO	TIER THREE
<p>example:</p> <p><i>shelter, almost, layers, nervous, expect, probably, meanwhile, permanent, agreement, rent, apartment, public, system, caseworker, food vouchers</i></p>	<p>example:</p> <p><i>almost, layers, nervous, expect, probably, meanwhile, agreement, permanent</i></p>	<p>example:</p> <p><i>rent, apartment, public, shelter, system, caseworker, food vouchers</i></p>

Step 3

DIRECTIONS

- a. List target words from Step 2 in first column.
- b. Determine if vocabulary instruction will happen before, during or after reading.

TARGET WORDS	BEFORE	DURING	AFTER

NOTE ON DIFFERENTIATION: After identifying target words, have students complete a Prior Knowledge and Personal Association Survey. Consider leveling the words for individual students or groups of students based on the data from these surveys.

Step 4

Search the Word Work for before, during and after reading strategies. List possible strategies to use.
