

**PLC Guide:** The following is a sample protocol that school-wide or teacher PLC teams might use to analyze the vocabulary words in read alouds. This should take approximately 45-60 minutes.

**Focus: Vocabulary Instruction**

**Topic for Discussion: Vocabulary Development in Read Alouds**

<b>Step 1:</b>	<p><b>PRIOR:</b> Teachers use a book they have chosen to read aloud to their students with them to this PLC meeting, OR</p> <p>There should be books appropriate for read aloud available to teachers for use during this PLC meeting.</p> <p>Provide copies of the Vocabulary Instruction graphic attached to the end of this PLC Guide.</p> <p>Provide a copy of the Frayer Model attached to the end of this PLC Guide</p>
<b>Step 2:</b>	Read through the text and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier II words.
<b>Step 3:</b>	Note which words are most significant to comprehending the plot or meaning of the text.
<b>Step 4:</b>	Note which words have meaning that are easily conveyed by the story's context, such as illustrations or dialogue.
<b>Step 5:</b>	Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.
<b>Step 6:</b>	Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings.
<b>Step 7</b>	<p>Create "kid friendly" definitions for the chosen words, determine a gesture that emphasizes the word meaning, and find a visual that supports students' understanding of the word's meaning. Teach the word and definition explicitly before reading the text.</p> <p>Use of the Frayer Model (attached) is one way to help students understand unfamiliar words. Teachers may use the attached template to practice using the tool so that they may provide adequate modeling with students.</p>
<b>Step 8</b>	Commit to analyzing the vocabulary in the books selected for read aloud. Continue to prioritize the selection of rigorous texts, encouraging and supporting vocabulary acquisition for all students.

# Vocabulary Instruction

## Choosing Words to Teach



### Tier III

Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.

*Examples: atom, molecule, metamorphic, sedimentary, continent*

### Tier II

Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.

*Examples: hilarious, endure, despise, arrange, compare, contrast*

### Tier I

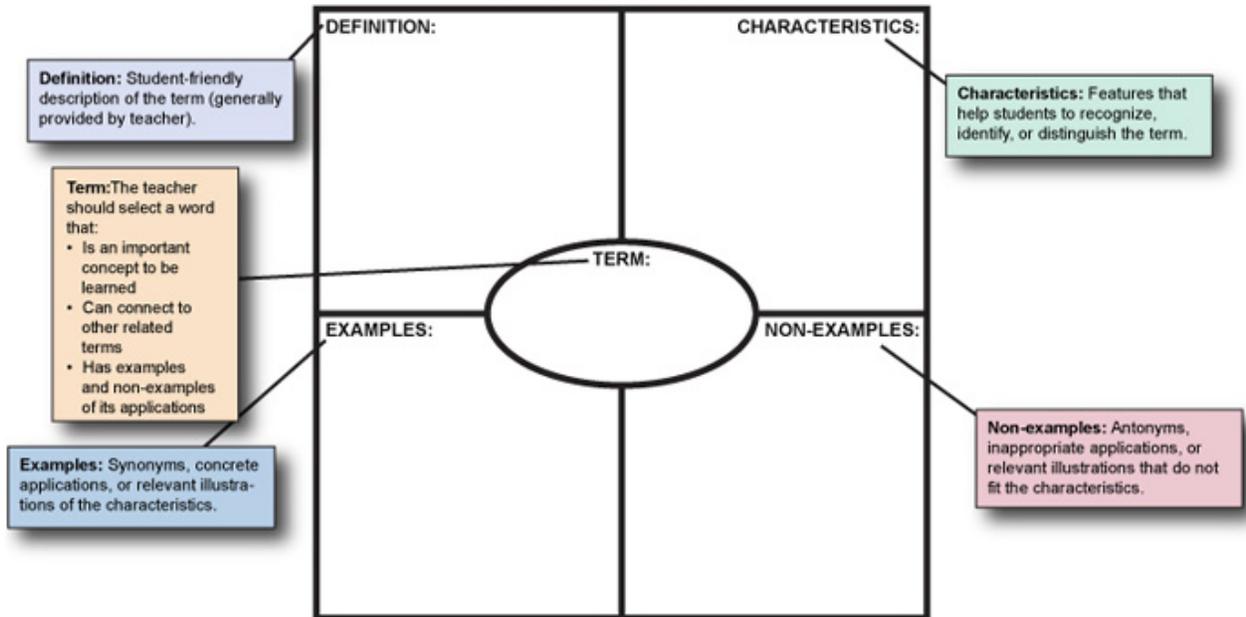
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.

*Examples: come, see, happy, table*

[www.blog.maketaketeach.com](http://www.blog.maketaketeach.com)

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

## FRAYER MODEL



Definition:

Characteristics:

Term:

Examples:

Non-Examples: