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| **Choosing Tier Two Words for Focused Instruction** |  | **Preparing for Explicit Instruction** |
| **Criteria:** | **Tier Two Words**  | **Purpose for learning** | **Critical details that define the new word in everyday language**  | **Highly specific examples and non-examples** | **Connections to previously learned material** |
| **Word is central to understanding the text** |  |  |  |  |  |
| **Word choice and nuance are significant** |  |  |  |  |  |
| **Students are likely to see this word frequently** |  |  |  |  |  |
| **Word is a more mature or precise label for concepts already known to students** |  |  |  |  |  |
| **Word lends itself to teaching a web of words and concepts around it** |  |  |  |  |  |