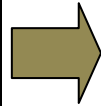


# Instructional Guide for General Academic Vocabulary

Text: *Freedom Walkers*

Choosing Tier Two Words for Focused Instruction	
Criteria:	Tier Two Words
Word is central to understanding the text	<i>determined</i>
Word choice and nuance are significant	<i>obstacle</i>
Students are likely to see this word frequently	<i>disqualify</i>
Word is a more mature or precise label for concepts already known to students	<i>harassment</i>
Word lends itself to teaching a web of words and concepts around it	<i>segregation</i>



Planning Explicit Instruction			
<b>1. Set a purpose for learning.</b>	<b>2. Identify critical details that define the new concept</b>	<b>3. Use highly specific examples and non-examples</b>	<b>4. Connect new concepts to previously learned material</b>
It is used in different contexts within the text. Explain that this word was chosen because it is central to understanding the text.	In first sentence: <i>determined</i> means dictated, decided. Overall use of the word throughout the text suggests: fighting for what is important, perseverance, conviction, persistence	<b>Examples:</b> Not allowing anything to get in the way of what is worth fighting for, having courage to stay strong and not relent <b>Non Examples:</b> Hesitating, weak, yielding, submissive	Remind students about historic figures they learned about in history class who demonstrated determination. Why were they determined? How did they show determination?
Explain to students that the nuance of the word is important. If they think of another meaning of the word that was not intended, they will miss out on the deeper levels of understandings in the text.	Difficulty, hindrance, prevention	<b>Examples:</b> Something that gets in the way, an impediment <b>Non Examples:</b> obstacle course	Was there a time when you faced certain obstacles in your life? Are there certain groups who have had to face more obstacles than others?