Literacy Tip: Robust Vocabulary Instruction

The next several weeks I will be outlining helpful research and strategies from the book *Bringing Words to Life: Robust Vocabulary Instruction* by Isabel L.Beck, Margaret G. McKeown, and Linda Kucan.

The Three-Tiers of Vocabulary Framework: Students encounter thousands of words within their school career. It can sometimes be overwhelming when choosing words for instruction or which words to emphasis. The authors of this book outline a three tier structure to help decipher which words need instructional attention.

**Tier One**: Words in this category will seldom require instructional attention. They are learned from everyday experiences and mostly used in oral language. Examples: *warm, dog, tired, run, talk, party, swim, or look.*

**Tier Two**: Words in this category are “high-utility” and are found across a variety of academic domains. More instructional emphasis should be placed on these words. For example: *contradict, circumstance, precede, auspicious, fervent, and retrospect.* Tier Two words are also words included on Bloom’s Taxonomy. For example: *interpret, generalize, distinguish, recite, or originate.*

**Tier Three**: Words in this category are lower in frequency and are specific to content areas. These words can be learned when there is a specific need. For example: *filibuster, pantheon, and epidermis.*