

**HELP Doc**

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| [**ACADEMIC**](http://education.illinoisstate.edu/downloads/casei/AV-2-4%20Appendix_A32-35.pdf)[**VOCABULARY**](http://misiciowa.org/uploads/Instructional_Guide_for_Academic_Vocabulary.pdf)**:**   * Focuses on building students’ academic vocabulary in context [throughout instruction](http://www.coloradoedinitiative.org/wp-content/uploads/2014/04/Acdemic-Vocabulary-and-CCSS.pdf). | | | | | |
| * Is there evidence of conscious, intentional thought about the vocabulary that should be focused on when studying a particular text? * Are the vocabulary selected from the text under study consequential to the meaning of the text? * Are the vocabulary linked to the text, NOT drills? * Are there text-dependent questions that focus on vocabulary in context? * Are students building deep understandings of and applications of academic vocabulary? * Do vocabulary activities provide contextual understanding of the words as they are used in the text(s)?   ***Note:***  *Academic vocabulary is important in K-2 and there may be instances where lessons/units focus on vocabulary more overtly than others. There can be a variety of ways to focus on vocabulary – some can be teacher directed and others can be student directed. Academic vocabulary are really useful words that are transferrable across disciplines. Are they being developed from the text? The developer should consider which words will be front-loaded when developing a unit and which need to be developed from the text?* | | | | | |
| Text | Words to Front-Load | Page(s) | [Words Using Context Clues](http://www.learnnc.org/lp/pages/3971) | Page(s) | Instructional Methods |
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