

Select

- *How difficult is this reading material to understand?*
- *What words are most important to understand the text or topic?*
- *What words are unlikely to be part of a child's prior knowledge?*
- *What words lack helpful, directive contexts?*
- *What words appear repeatedly in a text and a topic?*
- *What words are interrelated and help children know additional words?*
- *What words are frequently encountered in many subject disciplines ['Tier 2' words]?*

Explain

1. **Say the word carefully** (remember the importance of 'phonemic awareness?').
2. **Write the word** (this offers opportunities to reference common sounds or letters in the word).
3. **Give a student friendly definition** e.g. **obtuse**– *not very sensitive or slow to understand.*
4. **Give multiple meaningful examples** e.g. *the prince was being deliberately obtuse.*
5. **Ask for student examples and clarify multiple meanings or any misconceptions.**

Explore

- *Explore the etymology and common word parts to explore meaning.*
- *Explore any common word families, interesting synonyms or antonyms for the word/s.*
- *Explore how the word may be used differently in different disciplines.*
- *Explore multiple-choice questions that offer examples of the word in use.*
- *Explore understanding of the word with peers in 'think-pair-share' fashion.*
- *Explore understanding with children restating the meaning of the word/s in their own words.*
- *Explore further questions prompted by the word.*
- *Explore more examples of the word in use.*
- *Explore related images or ideas evoked by the word.*
- *Explore strategies to remember the word or concept e.g. mnemonics.*

Consolidate

- *Test and learn.*
- *Using the world in the world.*
- *Research and record.*