Circle the words would you select for instruction

I made my way through the heavy brush and, moving swiftly, down the ravine until I came to the sea cliffs. There I crouched on my hands and knees. Below me lay the cove. The tide was out and the sun shone on the white sand of the beach. Half the men from our village stood at the water’s edge. The rest were concealed among the rocks at the foot of the trail, ready to attack the intruders should they prove unfriendly.

As I crouched there in the toyon bushes, trying not to fall over the cliff, trying to keep myself hidden and yet to see and hear what went on below me, a boat left the ship. Six men with long oars were rowing. Their faces were broad, and shining dark hair fell over their eyes. When they came closer I saw that they had bone ornaments thrust through their noses.

Identify Words to Teach

**Essential Words** – crucial for comprehending a specific text the students are reading

**Valuable Words** – have broad, general utility for students’ reading and writing and thus have enduring importance

**Accessible Words** – more common or higher-frequency words that are not likely to be understood by students who have limited vocabulary knowledge.

**Imported Words** – enhance a reader’s understanding, appreciation, or learning from a text but are not included in it.

Determine Optimal Type of Instruction

**Powerful Instruction:**

1. Introduce the word by reading the context sentence or sentences from the text.
2. Provide a clear student-friendly explanation describing the meaning of the word in general terms. Record the definition and a sentence using the word or an example of the word on an anchor chart.
3. Have the students say the word.
4. Decontextualize the word beyond the story. Provide several examples in context.
5. Have students interact with the word. Ask questions that require deep thinking.
6. Have the students repeat the word.
7. In the vocabulary section of the Thoughtful Log, students record the word, definition, and a sentence with the word used in context.

**Brief Explanation** The teacher stops briefly and provides a synonym or short definition and a context sentence.

**Infer Meaning** Students use context or easily identifiable word parts to determine word meaning.

Sources:
### Select Words for Vocabulary Instruction

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**Imported Word(s)**

Adapted from:
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References


**Children's Books**