### Instructional Routine for Teaching Critical, Unknown Vocabulary Words

**Procedures:** Use in combination with Template #17.

| **Step 1** | Introduce the Word  
A. Write the word on board.  
B. Read word. Students repeat.  
C. Repeat for unfamiliar words.  

**Example**  
“This word is reluctant.”  
“What word?” |
|---|---|
| **Step 2** | Present a Student-Friendly Definition  
A. Tell students explanation, or,  
B. Have students read explanation with you.  

**Example**  
“Reluctant means you are not sure you want to do something.”  
“When you are not sure you want to do something, you are …” |
| **Step 3** | Illustrate the Word with Examples  
• Concrete examples  
• Visual representations  
• Verbal examples  

**Example**  
“If your mother asked you to try a new food, you might be reluctant.”  
“You may be reluctant to watch a scary movie.” |
| **Step 4** | Check Students' Understanding  
Option 1: Deep processing questions  
Option 2: Examples/Nonexamples  
Option 3: Students generate examples  
Option 4: Sentence starter  

**Example**  
“Why would a student be reluctant to go to a new school?”  
“Would you be reluctant to go to recess on a warm, sunny day?”  
“Tell your partner something you would be reluctant to do.”  
“Tell your partner something a cat might be reluctant to do. Start your sentence by saying, ‘A cat might be reluctant to . . .’ Then tell why.” |

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