

## ■ Fostering a Schoolwide Vocabulary Initiative

<b>How do students acquire and extend their academic vocabulary across the school day?</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><i>Intentional Instruction:</i></b> <b>Words are identified by subject and/or grade level.</b>	Words are identified using a framework for selection. Word lists include general, specialized, and technical vocabulary and are shared across grade levels.	All grade levels select a range of general, specialized, and technical vocabulary by subject, but these are only shared within the grade level.	Some words have been selected by grade level and subject, although these are driven by textbook lists (primarily technical vocabulary).	Individual teachers are applying a framework for selecting vocabulary, although these are not being shared outside of the grade level.	Individual teachers have identified words using the text-book (technical vocabulary), and these are not known to others in the grade level and school.
<b><i>Transparent Instruction:</i></b> <b>Teacher modeling and think alouds</b>	All teachers have received professional development in modeling and use it daily in their instruction. They share their practices with one another.	Some grade levels have received professional development in modeling and are using it daily.	All teachers have received professional development, but it is not yet being regularly implemented.	Individual teachers are sharing their modeling practices with one another through peer visits.	There are individual experts using teacher modeling, but there is no opportunity to share practices with others.
<b><i>Useable Instruction:</i></b> <b>Peer talk and small group collaboration</b>	Oral language practices are schoolwide and all teachers integrate peer talk and/or small group collaboration daily.	Some grade levels use oral language daily and are emerging as skilled practitioners.	Some grade levels are planning ways to integrate peer talk and small group collaboration into daily practice.	There are individual teachers who use peer talk and small group collaboration but there has not been an opportunity to work with others.	Instruction is dominated by whole group lectures followed by silent, independent work.
<b><i>Personalize Instruction:</i></b> <b>Independent and individual learning</b>	Students schoolwide consolidate their understanding through activities that promote spiral review and metacognition.	Grade levels are collaborating to build professional knowledge with colleagues.	Some grade levels have developed a plan for how students increase vocabulary metacognition and spiral review.	Individual teachers are becoming skilled at personalizing instruction, although there is no mechanism for sharing practice.	Independent work emphasizes isolated skills and memorization.
<b><i>Prioritizing Vocabulary:</i></b> <b>Words of the Week and Wide Reading</b>	The school has implemented the plan and teachers receive regular professional development to refine practice.	The school has created a plan for schoolwide vocabulary and wide reading (SSR and independent reading)	The school has created a plan for either schoolwide vocabulary OR wide reading.	The school is studying schoolwide vocabulary and wide reading for future planning.	There is no plan, and no current initiative to examine these schoolwide practices.