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.**