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|  | **TIER TWO KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **TIER TWO WORDS WORTH KNOWING – NOT ESSENTIAL** |
| **TEACHER PROVIDES DEFINITION:**  not enough contextual clues provided in the text |  |  |
| **STUDENTS FIGURE OUT THE MEANING:**  sufficient context clues are provided in the text |  |  |

Tier Two Vocabulary Instructional Matrix

**Some Criteria for Identifying Tier Two Words**

■ *Importance and utility*: Words that are characteristic of mature language users and appear frequently across a variety of domains.

■ *Instructional potential*: Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.

■ *Conceptual understanding*: Words for which students understand the general concept but provide precision and specificity in describing the concept.