

The purpose of this tool is to help leaders and teachers observe vocabulary instruction, check for high-value behaviors and provide constructive feedback. This document is part of the [Vocab Instruction Toolkit](#).

<p>Worthy</p> <p>Words selected are worthy of storing in long-term memory.</p>	<p>Teacher Behaviors</p> <ul style="list-style-type: none"> • Teacher selects words for instruction that are tier 2 or 3 words __ • Teacher selects words that are essential to understanding discipline (Guaranteed words, Cognitive Verbs, or Words in Context) __ • Teacher selects words that are appropriately difficult given students grade level __ • Teacher selects 2-8 words for direct instruction per week depending on content area and grade level __
<p>Aligned</p> <p>Instructional activities are part of the Marzano six-step approach and support a specific purpose for instruction.</p>	<p>Student Behaviors</p> <ul style="list-style-type: none"> • Students can explain the purpose for learning a particular word __ • Students can explain how each learning experience stemming from the six-step approach supports the purpose for instruction and deepens their understanding of a particular word __ • Students generate their own description or example of a particular word __ • Students create their own visual or graphic representation of a particular word __ • Students engage in activities that require them to speak and write using the word __ <p>Teacher Behaviors</p> <ul style="list-style-type: none"> • Teacher identifies a clear and rigorous purpose for instruction for a particular word __ • Teacher’s instruction is reflective of the Marzano six-step approach (not all steps need to be completed in one class period) __ • Teacher-driven learning experiences stemming from the six-step approach support the purpose for instruction and deepen student understanding of a particular word __ • Teachers require students to generate their own description or example of a particular word __
<p>Accurate</p> <p>All instructional decisions support an accurate understanding of the word/s being taught.</p>	<p>Student Behaviors</p> <ul style="list-style-type: none"> • Students’ written descriptions or examples are in their own words and accurately illustrate the meaning/s of the words __ • Students’ use of the word in discussion and writing accurately reflects the nuances or complexities of the word __ • Students’ visual or graphic representations of words are detailed enough so that other students can easily explain how they reflect the meaning of the word __ <p>Teacher Behaviors</p> <ul style="list-style-type: none"> • Teacher’s descriptions or examples of a particular word incorporate words that are already familiar to students and accurately illustrate the meaning of the word __ • All resources used during the six-step approach support an accurate understanding of the word __

Heavy Lifting All learning experiences are student-centered.	Student Behaviors <ul style="list-style-type: none"> At least 75% of the time devoted to vocabulary instruction involves student work time __
	Teacher Behaviors <ul style="list-style-type: none"> Teacher talk time amounts to no more than 25% of the time devoted to vocabulary instruction __
Monitoring Progress Instruction involves strategic checks for understanding that accurately gauge student progress.	Student Behaviors <ul style="list-style-type: none"> Students can explain common misunderstandings associated with a particular word __
	Teacher Behaviors <ul style="list-style-type: none"> Teacher circulates to ensure that students' descriptions, examples, and visual representations of a particular word accurately reflect the meaning of it __ Teacher effectively responds to student misunderstanding about a particular word by asking targeted questions __