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

**Procedures:**

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<th>Step</th>
<th>Introduce the Strategy</th>
<th>Example</th>
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| **Step 1** | A. Write the word on board.  
B. Read word. Students repeat.  
C. Repeat for unfamiliar words. | “This word is *reluctant.*”  
“What word?” |

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<th>Step 2</th>
<th>Present a Student-Friendly Explanation</th>
<th>Example</th>
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|        | A. Tell students explanation, or,  
B. Have students read explanation with you. | “*Reluctant* means you are not sure you want to do something.”  
“When you are not sure you want to do something, you are …” |

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<th>Step 3</th>
<th>Illustrate the Word with Examples</th>
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|        | • Concrete examples  
• Visual representations  
• Verbal examples | “If your mother asked you to try a new food, you might be *reluctant.*”  
“You may be *reluctant* to watch a scary movie.” |

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<th>Step 4</th>
<th>Check Students’ Understanding</th>
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|        | Option 1: Deep processing questions  
Option 2: Examples/Nonexamples  
Option 3: Students generate examples  
Option 4: Sentence starter | “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 *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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