

Phase 1: Introducing Word	Introduce the High-Utility Academic Word
	1. Establish purpose: learning a high-utility academic word
	2. Pronounce the word
	3. Students repeat
	4. Provide part of speech
	5. Syllabify
	6. Students repeat
	7. Provide a student-friendly definition
	8. Students repeat definition and fill in blank(s)
	9. Model example #1 <i>visibly displayed</i>
	10. Students repeat example and fill in blank(s)
	11. Model example #1 <i>visibly displayed</i>
	12. Students repeat meaning and fill in blank(s)

Phase 2: Verbal Practice	Transition to Verbal Practice
	1. Introduce frame for verbal practice <i>visibly displayed, include model response</i>
	2. Students repeat model response
	3. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	4. Prompt students to consider a response
	5. Cue partner (A/B, 1/2) to share response with partner (<i>twice</i>)
	6. Circulate listening, providing feedback, and preselect initial reporters
	Transition to Reporting
	7. Elicit reporting with frame, <i>visibly displayed</i>
	8. Cue preselected students to report
	9. Direct students to write the word and selected response in the frame (<i>own, partner's or strong response</i>)

Phase 3: Writing Practice	Transition to Writing Practice
	1. Introduce frame for writing practice <i>visibly displayed, include model response</i>
	2. Students repeat model response (<i>silently, phrase-cued, chorally</i>)
	3. Direct attention to grammatical target(s) (<i>underline, highlight</i>)
	4. Prompt students to consider a response, allowing adequate think time
	5. Direct students to write appropriate word form and content in the frame
	6. Cue partner (A/B, 1/2) to read response to partner (<i>twice</i>)
	7. Circulate listening, providing feedback
	8. Cue partners to switch and read each other's sentence (<i>continue circulating</i>)
	Transition to reporting
	9. Elicit reporting with frame, <i>visibly displayed</i>
	10. Cue preselected students to report
	11. Elicit additional responses