Title: *Great White Sharks*
Author: Schoolwide, Inc.
Publisher: Schoolwide, Inc.
Interest Level: K–4
Guided Reading Level: L

During the Read & Learn Along, students are engaged in learning vocabulary in rich contexts. Word meanings are made clear and explicit, and students are prompted to think about words and often highlight their meanings.

The academic and content-specific words listed below have been selected by literacy experts based on the words' importance and potential to enhance conceptual understanding.

VOCABULARY TEACHING & LEARNING

Review the lists and consider which words your students may be unfamiliar with, which words are most necessary for overall comprehension of the text, which words students will see often in other texts, and which words will elevate students' overall speaking, reading, and writing vocabulary. Feel free to add vocabulary words of your own to the lists. You may provide students additional opportunities to interact with the vocabulary words by using the enclosed teaching resources.

ABOUT FREE TEACHING RESOURCES

For your convenience, free teaching resources are available as easily accessible and shareable GOOGLE FORMS.

TIER 2: ACADEMIC VOCABULARY	TIER 3: DOMAIN SPECIFIC VOCABULARY	VOCABULARY TEACHING RESOURCES
extremely	great white sharks	*Word Web*
mildly	species	
eyesight	electrical currents	
sense	top predator	*Using Context Clues*
pores	orca whales	
navigate	humans	
detect	retina	*Formative Vocabulary Assessment*
enemies	day/night vision	
divided	cartilage	
average	a century	
structure	megalodon	
nearby	ancestor	
rare	fossils	
attack	endangered species	
approximately	dinosaurs	
ancient		

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READ & LEARN
ALONG

TIER 2: ACADEMIC VOCABULARY	TIER 3: DOMAIN SPECIFIC VOCABULARY	VOCABULARY TEACHING RESOURCES
modern		*Word Web*
dominate		
		Using Context Clues
		Formative Vocabulary Assessment

VOCABULARY TIERS DEFINED: In their model of vocabulary development, Beck, McKeown, and Kucan (2013) classify words in three tiers. Tier 1 words are common, everyday words that most children know when they enter school. These words are not taught. Tier 2 words are frequently occurring words that are used across content areas and are important for students to know and understand. These words are characteristic of written texts and used more rarely in conversation; students are less likely to learn the words independently. Tier 3 consists of content-specific vocabulary—specialized, uncommon words that may appear in specific fields or content areas (such as science or social studies). These words are often defined in texts or glossaries and help to build students' background knowledge.