



Reinforcing Vocabulary Across Lessons/Texts

SESSION 11

STUDENT PROGRESS



Do Now

Think of one success you have had reinforcing vocabulary in your instruction. What was it? Why was it successful?

As you reflect on this experience, share a positive take-away with a partner.





Content Cycle Overview

| Session | Type of Learning | Focus Area |
|---------|---------------------|---|
| 1 | Shared Learning | Introduction to Vocabulary and Why It Matters |
| 2 | Shared Learning | Implicit Vocabulary Instruction |
| 3 | Planning & Practice | Implicit Vocabulary Instruction |
| 4 | Shared Learning | Explicit Vocabulary Instruction |
| 5 | Planning & Practice | Explicit Vocabulary Instruction |
| 6 | Student Progress | Implicit and Explicit Vocabulary Instruction |
| 7 | Shared Learning | Text Sets |
| 8 | Planning & Practice | Text Sets |
| 9 | Shared Learning | Maintaining & Extending Vocabulary |
| 10 | Planning & Practice | Maintaining & Extending Vocabulary |
| 11 | Student Progress | Text Sets, Implicit and Explicit Vocabulary |





Objectives

01. Identify strengths and gaps in student outcomes for all students
02. Prioritize instructional next steps to accelerate learning for **all** students

Agenda

01. Welcome
02. Examining Student Work
03. Responding to Student Work
- 04: Enduring Understandings
05. Closing



Preparing for Student Work Analysis

Gather the following :

- Exemplar student response completed for pre-work
- The learning task and intended student outcome for the work
- Sub-group student samples
- The rubric/checklist you will use to assess proficiency





Examining Student Work

Protocol:

15 min: Analyze Partner 1 samples

- Partner 1 shares intended outcome and exemplar student response.
- Together, partners examine and annotate the student work.
- Together, partners identify evidence of strength, growth, trends, and next steps on the student work analysis form.

15 min: Repeat for Partner 2

Look Fors:

- ❑ In analysis, teacher identifies 1-2 specific strengths for class and/or priority students, aligned to foundational skills standards taught
- ❑ In analysis, teacher identifies 1-2 specific areas of growth for class and/or priority students, aligned to foundational skills standards taught
- ❑ Teacher identifies next steps (including materials, type of support, which students, and dates) for addressing student needs determined by data



Considering Implications

Reflect individually:

- Overall, what strengths and gaps did you observe in your students' work?
- Considering our content cycle look-fors, how might planning and practice have contributed to the strengths and areas for growth?
- Where are the tracks of your vocabulary instruction most evident?
- How can you transfer what you learned about the impact of vocabulary instruction from your subgroup of students to the larger class?

Look-For

- Questions and tasks focus on academic or domain-specific words that are most likely to be encountered again in the future or are most critical for comprehending the text



Cycle Review

- **Selecting words**
- **Implicit instruction**
- **Explicit instruction**
- **Text sets**
- **Reinforcing vocabulary**

Enduring Understandings

- For each of the five concepts we have explored, generate one key takeaway
- Round 1: Write one takeaway on each poster.
- Round 2: Read others' takeaways. Respond in kind.





Closing

Final Reflection:

- Consider the learning you have experienced this cycle, and reflect on the impact of vocabulary instruction.
- Share with the frame: **I used to...but now I...**