Implicit Vocabulary Instruction

SESSION 3

PLANNING & PRACTICE

1

Leading Educators

Do Now

Reflect on the past week using your content cycle goal-setting document:

- What progress have you made in your goals?

- What impact are you noticing on student learning?

- What are some ways you want to continue to grow?

TEACHER GOALS
While implementing these look-fors, teachers will reflect on patterns between their planning and practice and student outcomes, with attention to outcomes for subgroups of students considering race, gender, language, learning needs, and socioeconomic status, in service of all students meeting the student goals.

Planning and Practice Look-Fors

- ❏ 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
- ❏ Lessons broaden students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading
- ❏ Weekly lessons deepen students' word knowledge by explicitly defining, modeling, and giving students active practice with 6-10 vocabulary words
- ❏ Over the course of the unit, students have opportunities to maintain and extend vocabulary through additional practice with words previously taught

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. Apply knowledge of implicit vocabulary instruction to curricular planning and practice

02. Give and receive feedback from colleagues in order to revise plans and refine practices

Agenda

01. Opening

02. Plan

03. Practice

04. Revise

05. Closing

Our Norms

- **OWN** your learning

- **RESPECT** the learning space

- **CONNECT** with the learning tools and each other

- **PROTECT** learning time and minimize disruptions

- **HONOR** every voice and experience

- **PRACTICE** vulnerability and trust

Preparing for Planning and Practice

Gather the following:

- Content cycle goal-setting document
- Upcoming read aloud and lesson

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Plan

Discuss with a partner:

What is the intended student learning for this lesson and text?

Individually or in co-teaching teams:

(20 min) Analyze your text and lesson.

- What Tier 2 and Tier 3 vocabulary would you prioritize for the text? Why?
- Annotate/analyze the lesson. How is the prioritized Tier 2/Tier 3 addressed through **implicit vocabulary instruction**?
- What adaptations could you make?

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Plan

Discuss with a partner:

What should students be able to know and do by the end of the read aloud?

Plan your read aloud:

- What Tier 2 and Tier 3 vocabulary would you prioritize for the text? Why?
- Plan how you would implicitly teach them using your choice of the strategies we've discussed. .

- **Drop in a Definition**
  - Could follow this up with "Call and Response"
- **Drop in a Picture**
- **Glossary**
- **Context Clues**
  - Teacher models or asks students to define word using context clues.
- **Define and Practice**

Why is lesson rehearsal important?
How does it connect to equity?

Practice

7 min: Partner 1 practices and records feedback

7 min: Partner 2 practices and records feedback

4 min: Individual reflection

	Glow *It was really effective when ...*	Grow *Next time try ...*
Partner 1		
Partner 2		

Revise

Using the feedback provided, continue analyzing and adapting your instructional sequence to support progress toward the intended student learning.

Look Fors:
- ❏ 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
- ❏ Lesson broadens students' word knowledge through instructional strategies (e.g. text-dependent questions, drop-in definitions, glossary, etc.) that teach words that can be understood quickly during reading

Closing

Debrief:

Partners: How did you apply your partner's feedback?

Whole Group: What did you learn from engaging in the practice and feedback loop today?