



Text Sets

SESSION 8

PLANNING & PRACTICE



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, as well as 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 text set creation 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. 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



Review: The Role of Text Sets

How would you respond to these misconceptions?

Quote A: *All of my units already focus on knowledge and vocabulary! We just focus on that knowledge and vocabulary within a single text.*

Quote B: *My students need practice with skills like determining main idea and summarizing text. They need to read lots of different books that will let them practice that skill. It really doesn't matter if the books are on the same topic -- it's about transferring the understanding of how to find the main idea and summarize passages.*



Plan

Discuss with a partner:

What is the intended student learning for this unit? How will students show their understanding?

Individually or in co-teaching teams: (30 min) Analyze your unit and texts.

- How do the texts build knowledge for students?
- How do the texts connect to the culminating task?
- How are the texts organized?
- **What adaptations can you make to better align to the KAS?**



Plan

Discuss and plan with a partner:

What is the intended student learning for this unit? How will students show their understanding? **Create a culminating task.**

Individually or in co-teaching teams:

(30 min) Create a text set that will support your students in building knowledge and vocabulary.

Strong Text Sets

- Clearly build knowledge
- Stay focused and coherent
- Align to a culminating task
- Include a variety of text types
- May be sequenced to support students' knowledge building

Practice/Share

7 min: Partner 1 practices and records feedback

7 min: Partner 2 practices and records feedback

4 min: Individual reflection



	Glow <i>It was really effective when ...</i>	Grow <i>Next time try ...</i>
Partner 1		
Partner 2		



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?

Whip Share: What is one new understanding you have about creating or adjusting text sets for your students?