



Explicit Vocabulary Instruction

SESSION 5

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, in order 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 8-10 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 explicit 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. Student Goals
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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Planning and Practice Look-Fors

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- ❑ 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



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 prioritized Tier 2/Tier 3 vocabulary addressed through **explicit vocabulary instruction**?
- What adaptations could you make to make the vocabulary instruction stronger?

Handwritten musical score for Beethoven's Piano Sonata No. 1 in C minor, Op. 2, No. 1. The score is annotated with various musical terms and dynamics. The title bar includes "Farrar GOE Music 9-1 Area of Study 1", "Instrumental Music 1700-1820", and "Beethoven Piano Sonata No. 1 in C minor Pathétique 1st". The score is marked "Grave" and "Cm". Annotations include "Right hand melody", "Opening homophonic texture", "Dotted rhythms", "Dim.", "Right hand modulates", "CHROMATIC HARMONY", and "Sudden contrast in Dynamics". A box labeled "SCORING TIPS" is in the top left corner.



Plan

Discuss with a partner:

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

Plan your instruction:

- What Tier 2 and Tier 3 vocabulary would you prioritize for the text? Why?
- Plan how you would explicitly teach 2 of your selected words, using what we've learned about explicit vocabulary instruction..

Explicit Vocabulary Roll-Out

- ❑ Have students say the word
- ❑ Give an accurate, student-friendly definition
- ❑ Provide a strong example
- ❑ Give students practice opportunities, such as:
 - Using the word in a sentence
 - Determining examples and non-examples
 - Acting it out

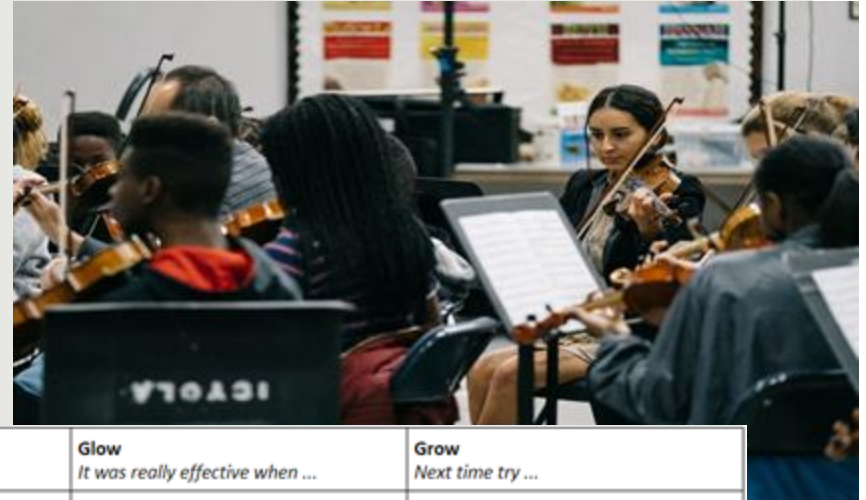


Practice

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		

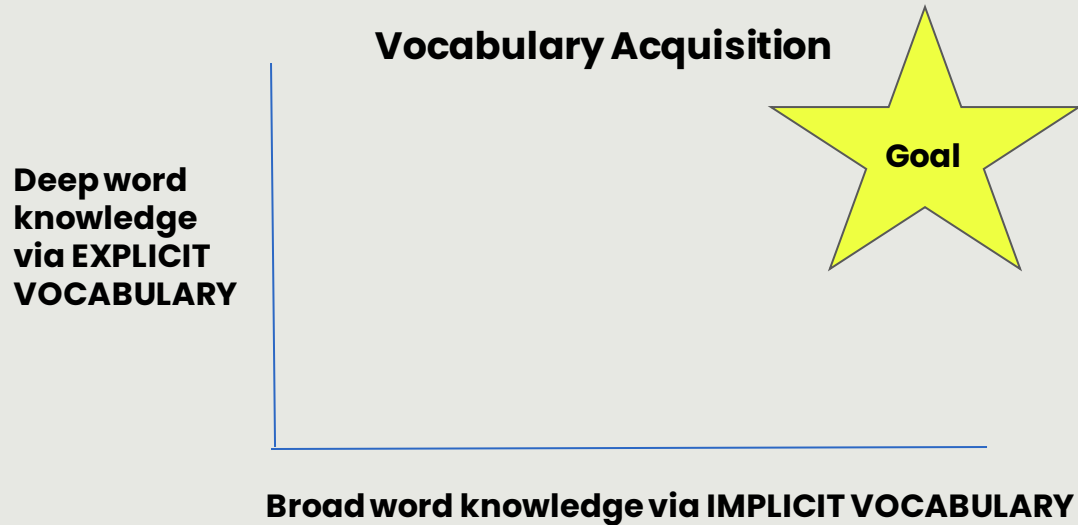
Preparing the Student Progress Task

- Identify or create the task you'll use to assess students' progress with reading comprehension during next week's session (e.g., a written response to a prompt connected to complex text). If needed, adapt the task to better align with the rigor of your grade-level standards.
- Write an exemplar response to the task.
- Identify or create the rubric you will use to examine the student work for proficiency.





Implicit & Explicit Vocabulary Instruction



Lemov, D., Driggs, C., and Woolway, E. (2016). *Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction* San Francisco, CA: Jossey-Bass.



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?