**Academic Vocabulary Facilitator’s Guide, Grades 6-8**

### Session 6

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| OVERVIEW |
| **Grade Band/ Content Area** | * **ELA 6-8**
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| **Essential Questions** | * **Why is vocabulary instruction critical for equity in literacy?**
* **Which words do I teach and how?**
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| **Enduring Understandings** | * **Students who know fewer vocabulary words struggle with comprehension, and often get fewer experiences to read grade level text with rich vocabulary as a result. Often, attempts to differentiate for struggling readers mean that those readers end up reading less challenging passages vs. getting supported opportunities to engage with challenging text and learn new vocabulary.**
* **We must focus instruction on academic vocabulary (Tier 2 words) and domain-specific vocabulary (Tier 3 words).**
* **We must spend the most time on words needed to fully comprehend the text, words likely to appear in future texts from any discipline, and words that are part of a word family or semantic network.**
* **To support students in both a breadth and depth of vocabulary knowledge, we must teach vocabulary**
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| **Key Components of Cycle** | **The Learning Cycle includes the following components to support shifts in instruction:*** **Shared Learning: Learning sessions where teachers learn new knowledge and skills aligned to the topic of the content cycle. This could look a variety of ways, including reading and discussing an article, studying a classroom video, or doing some group practice of a particular planning skill.**
* **Planning & Practice: Opportunities for teachers to apply the content they are learning. This could include analyzing units/lessons, creating lessons, rehearsing lessons, watching and reflecting on videos of their classroom practice, etc.**
* **Student Progress Monitoring: This is an opportunity for teachers to examine student progress aligned to the topic of the cycle. This can include formative student work analysis, end of unit assessments, culminating tasks, etc.**

**Over the course of this learning cycle, teachers will build an understanding of why vocabulary instruction is critical for our students and how to align their planning and practice research-based principles for implicit vocabulary instruction, explicit vocabulary instruction, text sets, and for reinforcing and extending vocabulary. In this cycle, teachers will have opportunities to experience vocabulary instruction through the lens of students and consider the impact.**  |

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| TEACHER AND STUDENT GOALS |
| **Teacher Planning & Practice Look-Fors*****NOTE: The Practice and Look Fors below come from Leading Educators’ Program Standards. Teams should feel welcome to tailor these to align with district tools as needed.*** | **Example Student Goal(s)*****NOTE: These goals are intended to be a starting place for team goal setting. Teams should feel welcome to tailor or add to these based on context, curriculum, and district/school tools.*** |
| **Practice: Analyzes and adapts questions and tasks to focus on the vocabulary words that are most critical for developing students’ literacy, comprehending the text, and understanding the key ideas of the unit****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**
 | **Possible goals:*** **In-class observation of specific student actions that correlate with the learning connected to this content cycle**
* **Achievement or growth on a unit/domain assessment**
* **Achievement or growth on a prioritized unit/domain writing task (see rubric guidance below)**
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| **CYCLE-AT-A-GLANCE***NOTE: Each row is intended to represent one 90-minute session, but schools can adjust the pacing of learning based on their context and teacher needs.* |

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| **Session** | **Type of Learning** | **Objective(s)** | **Assessment of Learning** |
| **Session 6**Implicit and Explicit Vocabulary Instruction | **Student Progress Monitoring** | Identify strengths and gaps in student outcomes for *all* studentsPrioritize instructional next steps to accelerate learning for *all* students | Student Work Analysis/Next Steps  |

**Preparation:**

Participant should be given access to the following documents to engage in the learning for this session:

* [PowerPoint Slides](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Slides.pptx)
* [Participant Handout](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Participant_Handout.docx)
* [Reading and Writing Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Reading_and_Writing_Assignment_Review_Protocol.docx)
* [Student Work Analysis Capture Sheet](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Student_Work_Analysis_Capture_Sheet.docx)

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| **Session 6:  Student Progress** |
| **Pre-Work** | * Teachers prepare and bring an exemplar response to the student assignment that will be analyzed.
* Teachers bring a copy of the learning task.
* Teachers organize the student work they will analyze by subgroup.
* Teachers identify or create the rubric or checklist they will use to examine the student work for proficiency.
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| **PPT** | [Session 6  PowerPoint](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Slides.pptx) |
| **Printing/Digital Handouts** | [Participant Handout](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Participant_Handout.docx)Facilitator may provide copies of their school/district looking at student work template, or they may leverage one of the options below:* [KDE Reading and Writing Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Reading_and_Writing_Assignment_Review_Protocol.docx)
* [Student Work Analysis Capture Sheet](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/AV_6-8_S6_Student_Work_Analysis_Capture_Sheet.docx)
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| **Agenda** | **Facilitation Guidance** |
| * Opening
* Plan
* Practice
* Revise
* Closing
 | **Overview:** During this session, teachers will engage in student work analysis to identify evidence of student progress toward goals and to suggest instructional next steps.  Following the analysis, teachers will share feedback in order to prepare for individual or co-teaching team planning.  Finally, teachers will have the opportunity to plan strategically in response to the analyzed data to ensure that all students demonstrate progress toward the overall intended learning. |

| **Facilitator’s Notes** | **Accompanying Slide** |
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| **Slide 1:****Session Summary:** During this session, teachers will engage in student work analysis to identify evidence of student progress toward goals and to suggest instructional next steps. Following the analysis, teachers will share feedback in order to prepare for individual or co-teaching team planning. Finally, teachers will have the opportunity to plan strategically in response to the analyzed data to ensure that all students demonstrate progress toward the overall intended learning.**Session Length:** 90 minutes | Decorative screenshot for reference of Slide 1 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 2:****Do Now (3 minutes)**: *“Think of one student in your sub-group who had a “bright spot” learning moment this week. As you reflect on this student’s experience, share a positive take-away about their learning with a partner.”* | Decorative screenshot for reference of Slide 2 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 3:****Cycle Overview (1 minute)*** Share path of the cycle, explaining how the professional learning includes opportunities for shared learning, planning and practice, and studying student progress.
 | Decorative screenshot for reference of Slide 3 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 4:****Session Objectives and Agenda (1 minute)** **Framing (1 minute)** “*This week, we’ll explore connections between our learning about how to effectively approach vocabulary instruction and our students’ growth. To do this, we will conduct student work analysis to analyze our instructional effectiveness through the lens of student outcomes on a learning task. As we uncover trends of growth and need, we’ll plan for instructional next steps that will support students in achieving learning targets.”* | Decorative screenshot for reference of Slide 4 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 5:****Preparing for the Protocol (5 minutes)****Framing:** “*As we prepare for our student work analysis protocol today, take a moment to assemble the following materials:** + - * + *The exemplar student response you completed for pre-work*
				+ *The learning task and intended student outcome for the student work*
				+ *Sub-group student work samples*
				+ *The rubric/checklist you will use to examine the student work for proficiency.”*
* Teachers should locate a partner, ideally one who teaches the same grade. Other possible configurations: vertical grade partners, co-teachers, etc.
 | Decorative screenshot for reference of Slide 5 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 6:****Analyze the Prompt and Exemplar Response (10 minutes)** **Directions/Framing/Key Points:*** Before we look at student samples, it is important to check our tasks for alignment to the text and the standards. This helps us understand what, exactly, we are looking for in our students’ work.
* 10 minutes: With a partner, teachers discuss the prompt that students wrote in response to, and the exemplar response prepared by the teacher:
	+ Does the prompt align to the text’s key understandings?
	+ Does the exemplar represent an appropriate bar for excellence, according to the KAS for the grade?
* If both teachers are working with the same prompt and exemplar response, they may have a conversation over the 10 minutes (this is preferred). If they are working with different prompts and exemplars, Partner A can share for 5 minutes, then switch roles for Partner B to share.

**Look or Listen For:*** Assessment items or culminating writing tasks align to the key understanding(s) of the text/unit
* Assessment items or culminating writing tasks require students to read and write in response to grade-level complex texts
* Assessment items or culminating writing tasks align to the grade-level Learning Expectations for reading, writing, speaking & listening, and language
* Teacher plans exemplar student responses to the text or unit culminating task
* The exemplar response explains the key understanding(s) through writing and/or speaking and listening
* The exemplar response uses evidence from the text
* The exemplar exemplifies the grade-level standards for reading, writing, and language
 | Decorative screenshot for reference of Slide 6 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 7:****Examining Student Work (30 minutes total; 15 minutes/partner)** * **For the following steps,** **assign one partner as the first presenter and then repeat the steps with the second partner presenting.**
	+ **Intended Outcome & Exemplar Student Response**: The presenting partner will share the intended outcome and exemplar student response for the learning task that was completed for pre-work.
	+ **Examine Student work (Sub-Group)**: Together, teachers will examine, and annotate the student work.
	+ **Identify Evidence and Instructional Next Steps**: Teachers will identify evidence of students’ ability to meet the identified learning outcome aligned to the rubric/checklist and individual student goals, jotting evidence of strengths, areas of growth, and instructional next steps.

\*After 15 minutes, repeat process with other partner’s student work. | Decorative screenshot for reference of Slide 7 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 8:****Considering Implications (8 minutes)** * + **Reflect Individually:** Consider the following questions**:**
	+ *Overall, what strengths and gaps did you observe in your students’ work?*
	+ *In what ways do you see footprints of your implicit and explicit vocabulary instruction on your students’ learning?*
	+ *How can you transfer what you learned from your sub-group of students to the larger class?*

**Whole group share (2 minutes)**  | Decorative screenshot for reference of Slide 8 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 9:****Responding to Student Work (20 minutes)****Framing:** *Now that we have spent time examining student work for our sub-group of students and have determined some instructional implications, you have time to apply that learning in one of two ways. For some, it might make sense to continue analyzing student work for the remaining students in the class to determine the best path forward for all students. Others might wish to apply learning from the sub-group and begin planning in response to that data.”** **Continue Examining Student Work**: Teachers can use the remaining time to continue to analyze student work for remaining students.
* **Planning in Response to Student Work Analysis:** Teachers can use remaining time to use ideas and insights gained in the protocol to plan instructional next steps.
 | Decorative screenshot for reference of Slide 9 of Session 6's PowerPoint--Please see Session 6 for full text. |
| **Slide 10:****Closing (5 minutes)****Directions/Framing/Key Points:*** 3 minutes: Teachers reflect independently on the next steps they will take in response to the data.
* 2 minutes: Each teacher shares a next step they are committing to take in response to the data.

**Look or Listen For:*** Teachers commit to next steps that are aligned with the trends they saw in their students’ responses.
 | Decorative screenshot for reference of Slide 10 of Session 6's PowerPoint--Please see Session 6 for full text. |