



Implicit & Explicit Vocabulary Instruction

SESSION 6

STUDENT PROGRESS



Do Now

Think of one student in your subgroup 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.





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. Closing



Preparing for Student Work Analysis

Gather the following:

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





Analyze the Prompt and Exemplar Response

- Does the prompt align to the text's key understandings?
- Does the exemplar represent an appropriate bar for excellence, according to the Kentucky Academic Standards for the grade?

Materials

- The text students read prior to answering the prompt
- Prompt that students responded to
- Completed exemplar response
- Kentucky Academic Standards



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 standards taught
- ❑ In analysis, teacher identifies 1-2 specific areas of growth for class and/or priority students, aligned to 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?
- 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?



Choose your own adventure!

- Continue analyzing work samples for remaining students
- Use ideas and insights gained in the protocol to plan instructional next steps



Closing

Reflection:

What next steps will you take in response to the data?