

LA-TPN Text Coding for Complex Readings

GRADES

6 - 12

DISCIPLINE

 Social Studies

COURSE

 US History

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p>ACTIVE READING > ANNOTATION: Ability to remain metcognitively engaged while reading by using specific text codes to express mental cues we receive while reading.</p>	<p>LA-TPN TEXT CODING FOR COMPLEX READINGS</p> <p>As you read the following passage (<i>A Divided World- The Early Cold War, 1945-1963</i>), use 1 of 3 text codes to facilitate your understanding of the passage. Be sure to provide written annotations to explain your use of the codes you choose as you go.</p> <p><i>* Text codes for this lesson described in Instructional Strategies</i></p>	<p>Acceptable student work will include the following:</p> <ul style="list-style-type: none"> • Consistent and varied text codes used throughout the reading • Margin notes accompanying the codes (actual question or comment written out, even if shorthand) 	<ol style="list-style-type: none"> 1. Introduce codes that will be used for this reading (In this lesson we used ?- When you have a question, need clarification, or are unsure; !- When you discover something new, surprising, exciting; and *- When you read something that seems important, vital, key, memorable, or powerful). 2. Model Coding by reading the first paragraph aloud, stopping periodically to use a code to mark reaction and actually write the reaction that goes with the code. 3. Allow students to try coding the next paragraph and explain the reaction and explanation with a partner. 4. Let students complete the reading using Text Marking, either in pairs or independently. 5. Monitor continuously to prompt students who seemed stalled, to encourage thinking, to question marks, etc. 6. Allow pairs to discuss at the end of reading, then to share particularly good "shares" with the entire class. 7. Extend: Ask students a question related to the article then ask them to reflect on how text marking helped them better answer the question. <p><i>*Strategy adapted from <i>Texts and Lessons for Content-Area Reading</i> (Daniels and Steineke, 2011)</i></p>
<p>Standards:</p> <p>RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				

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Additional Attachments:



 **SW 2.pdf**



 **SW 3.pdf**



 **SW 1.pdf**

 **Helpful Info on Text Coding for Teachers.doc**

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