

# LA-TPN Vocabulary Chart

GRADES

9 - 12

DISCIPLINE

 ELA

COURSE

 English I

| PACING  | SKILL AND DEFINITION   | PRODUCT AND PROMPT   | SCORING GUIDE   | INSTRUCTIONAL STRATEGIES   |
|---|--|--|---|--|
| 15 mins   | <p><b>PRE-READING &gt; ESSENTIAL VOCABULARY:</b> Ability to self assess knowledge of key vocabulary using a chart.</p> | <p><b>LA-TPN VOCABULARY CHART</b></p> <p>Complete a self assessment of your knowledge of these concepts using a vocabulary sorter. Rate your knowledge of each word by placing the term on a sticky note and placing the sticky note in the column that best explains your level of understanding. Throughout the unit you will refer back to the chart and move the terms over as you master each term. By the end of the unit, each word should be mastered.</p> | <p>It will be better to assess the activity at the end of the unit. Students meet expectations if they have all definitions recorded and they have all terms in the last column, Can Explain and Give Examples.</p> | <ol style="list-style-type: none"> <li>1. Provide students with a vocabulary sorter worksheet, sticky notes and a list of key concepts. Have them place each concept on a sticky note of its own. They are to self-assess their knowledge of the term by rating their understanding of the term using the columns provided. Students should place the sticky note in the column that best describes how well they know the term. Throughout the unit, students will refer back to the chart to move the terms over as they gain knowledge of the concepts. The goal is to master all terms and be able to provide examples of each.</li> <li>2. Allow the students to write the definitions and an example of each term on back of the sticky notes. This could serve as a study tool.</li> <li>3. Students can share in a Think-Pair-Share setting throughout the unit. This gives them an opportunity to verbally share terms and examples with one another.</li> <li>4. Allow students to use the chart to review and study for the test.</li> </ol> <p><i>Handout was an idea from Comprehension, Collaboration, and Inquiry-A Multi-Day Institute with five outstanding educators: Harvey "Smokey" Daniels, Linda Hoyt Nancy Steineke, Kristin Ziemke, and Sara Ahmed</i></p> |
| <p>Standards:</p> <p><b>RL.9-10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> |  |  |   |  |

PACING

SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

Additional Attachments:

 **Vocabulary Sorter.doc**



 **Image 1.JPG**



 **Image 2.JPG**



 **Image 3.JPG**



 **why\_teach\_vocabulary.pdf**



 **am\_moore\_why\_vocab\_instr\_mtrs.pdf**

by Renita Sherrard