

# LA- TPN Vocabulary Routine for Independent/Paired Text Preview

GRADES



6 - 12

DISCIPLINE

 Social Studies

COURSE

 World Geography

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>LA- TPN VOCABULARY ROUTINE FOR INDEPENDENT/PAIRED TEXT PREVIEW</b> Fold a sheet of paper lengthwise, about 3" from the right edge. As you read the selected text, select and list words and phrases you believe are essential to the reading (on the left side of the page). Open the right side of the page and add definitions you derived as you read, and (if appropriate) notes on connotation in this context. When you are done, be prepared to discuss your list with a partner.</p>	<ul style="list-style-type: none"> <li>• Lists appropriate phrases.</li> <li>• Provides accurate definitions.</li> <li>• Is able to explain why phrases/definitions were identified as being essential to the reading when sharing with partner or asked by teacher.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher will model how to read a small section of the text and pick out vocabulary words that are essential to the section (not necessarily terms in bold). Teacher will explain thinking for pulling those words by explaining why she/he feels they are critical. <i>(For more background or explanation on modeling in the classroom, click the link provided under Teacher Resources)</i></li> <li>2. Teacher will allow students to practice the next section and share which word they selected, how they would define it, and why it is essential.</li> <li>3. Students will complete the Vocabulary fold, then continue reading the section and add essential words to the left side of the page, meanings on the right, and any additional notes or questions they may have about the word/phrase.</li> <li>4. When complete, pairs will share lists with each other, noting any overlap and explaining the importance/meaning of words they may not have had in common. They may then decide to add the words to their own lists.</li> </ol>
<p>Standards:</p> <p><b>CCR.R.4</b> : Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>RH.9-10.4</b> : Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>SL.9-10.4</b> : Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>L.9-10.4</b> : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.</p>				
<p>Additional Attachments:</p> <p> <b>Vocabulary SW.pdf</b></p> <p> <b>Overview of Modeling in the Classroom</b></p>				

