Probable Passage with Specific Perspectives

GRADES	DISCIPLINE	COURSE	PACING
K - 12	Any	☰ Any	⏱ 35min

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
PRE-READING > ESSENTIAL VOCABULARY: Ability to categorize and connect content area vocabulary.	**PROBABLE PASSAGE WITH SPECIFIC PERSPECTIVES** Before reading, we want to identify some of the key vocabulary that we will come across in our text. We are going to use a strategy called Probable Passage where you will take a list of words from the text and will organize the words into categories. Some words may be familiar to you and some may not. You may want to begin with the words familiar to you, then try to decide how to categorize the other words. Use what you know about root words to help you. If you simply don't know which category a word may fit, make a guess. You can also make your own category in the last box if you think there's one missing.	Met - student works with partners, shares in class discussion, selects words for categories, adjusts choices during the discussion Not Met - incomplete participation or categories	**Before Reading** 1. Have students follow directions on the handout by classifying the words/phrases into the categories provided. Review/Clarify the categories before students begin working. You may have students work individually or with partners. 2. Ask students to write their responses to the questions at the bottom of the page. 3. After ample time for students to work, review the handout and let a few students share their thinking. Allow them to share their reasons for fitting words into other categories. 4. Assign each group of students one of the categories. This will be their lens or perspective through which they read the passage. Discuss with students the importance of reserving their own personal opinions while they read- for now, their job is to read for *this specific perspective*. 5. As they read, they should highlight any words that they believe fit with their assigned lens (even if they didn't originally categorize the word that way). 6. After students read, have each group summarize the article from *their assigned perspective* on chart paper. Note the words they highlighted for that perspective (either include them in the summary and circle them, list them at the bottom of the chart paper, etc.). 7. Have each group share their summary and the words they highlighted. 8. Using a *different* colored pen/pencil/marker, have students move words around to different categories now that they have read the article. 9. On the back, have students explain why they made the moves they did.

Standards:

CCR.R.4 : 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.

Additional Attachments:

📄 **Probable Passage Template.doc**

📄 **Probable Passage.doc**

📄 **Probable Passage Vocabulary Activity Samples.doc**

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Adapted from "Probable Passage" by Kelly Philbeck