

Purpose: SWBAT analyze the character by annotating important details in the text.

Do Now: What's your favorite way to annotate?  
Explain.

# Group books: Discussion

# Ways to Annotate

1. Writing on the paper and can flip back if we need evidence
2. Highlight key information and details
3. Underline details
4. Bullet point what happens
5. Summarizing the paragraph
6. Circle unknown words
7. Use symbols - ? confusion \*details <3 you like that part

# Annotation: How to decide what's important and what is not.

1. Establish your focus.
2. Place your post where you want to focus. Jot down one of the symbols for annotation.
3. After you finish reading the section you can come back and add more thoughts.
4. Keep reading the section.
5. Go back and fill in the post its in your notebook



# Text Toolbox Symbols

for annotating text during a close read

Symbol	Meaning
	Important
	Key Word or Detail
	I Understand
	Unfamiliar Vocabulary Word
	I Don't Understand
	I'm Surprised!
	I Made a Connection
Words and Comments	I'm Thinking!

Model Annotation: Focus:

**Work Period: complete left column first. Right column if done early.**

Challenge: Please see Mrs. Richer or Ms. Smith

Specific character focus:

Yellow: Focus: Behaviors, actions

Blue: hopes, desires, fears, values  
(what they feel is right or wrong)

Green: external factors, culture,  
community, setting, home

Using your annotations from yesterday, what kind of person is Thomas? How can you tell? Write a full paragraph.

\_\_\_\_\_ is a word a would to describe Thomas because....



Purpose: SWBAT lift the level of their analysis by creating a rubric and evaluating/revising previous annotations.

Do Now: you should have this purpose copied from Wednesday

Complete the following or revise if you did this on Wednesday

Using your annotations, what kind of person is Thomas? How can you tell? Write a full paragraph.

\_\_\_\_\_ is a word a would to describe Thomas because....

4-Platinum: symbol and page, using details of level 3 but goes deeper to add sophisticated language (higher level vocabulary), using stronger, more specific evidence (1-5 words rather than a paragraph) **Mindset: I can evaluate/judge the actions of the characters, dig deep and create my original thoughts about the text.**

3-Gold: symbol and page, you're explaining and analyzing text evidence, responds to a focus, specific, connections (text to text, self, world), questioning the text, visualizing imagery, determine main idea, predict **Mindset: I can analyze and explain the details of the text in a focused, specific way**

2-Silver: symbol and page, there's a thought about the quote but more of a GIST or summary, some words are unfamiliar **Mindset: I understand what's happening in the story but not making deeper connections.**

1-Bronze: symbol and page number, one word description, misunderstanding, confusion, not much, superficial: **Mindset: I know this is important, but I don't**

Graphic Novelist - Psychologist

Psychologist - Literary Luminary

Literary Luminary - Graphic Novelist

Summarizer - Discussion Director

Word Wizard - Summarizer

Discussion Director - Word Wizard

# Criteria to create or evaluate a high level annotation.

4 GURU- symbol/page: close reading of 1 word, maybe up to 5 words, complex language, analysis and evaluation of the text

3 Master- symbol/page: quotes, grade level vocabulary, explained really well in our own words: not just rephrased, predictions, using prior knowledge, connections ( text to text, text to self, text to world), responds to the task

2-Apprentice- symbol/page: thoughts about the symbol, inaccuracies, off topic text evidence, summaries, just a quote

1-learner- symbol/page: ☆ p.24, shows misunderstanding, confusion, incorrect answer

Read chapters 6 and 7, annotate with symbols only

Purpose: SWBAT determine the reason the Glade exists by analyzing Thomas's experiences with Newt, Alby, and Chuck.

Do Now: Reflection: How did your annotations improve after our class created the rubric?

# 731: new book

Final task:

Thursday: annotations help answer constructed  
responses

Chapter 8



# Friday: challenge Friday? Using the challenges from online unit

Chapter 9 and 10

Group book discussion

Purpose: SWBAT evaluate the use of a supporting character to increase our understanding of the protagonist by analyzing the characterization and setting.

Do Now: Take out HW.

Write a list of questions you have about the Mazerunner at this point.

Purpose:

Do Now: look at the last closet to see the conference schedule. What do you think might happen in a conference? What will students do if they are not in a conference?

Monday: QFT checkpoint: constructed responses based on student created priority question. Maybe a quiz grade??

QFT based on showing them culture iceberg

# Tuesday: character iceberg: note gathering

Attach lesson info from notes

Quote sandwich v raft: which way is better for you?