

TPN-LA Annotation Marking the Text

GRADES

6 - 12

DISCIPLINE

Reading

COURSE

 **All**

PACING


SKILL AND DEFINITION

PRODUCT AND PROMPT

SCORING GUIDE

INSTRUCTIONAL STRATEGIES

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>ACTIVE READING > ANNOTATION: Ability to mark the text using specific cues to elicit understanding of the text and express ideas about the text.</p>	<p>TPN-LA ANNOTATION MARKING THE TEXT</p> <p>Tell Students: Annotating is a writing-to-learn strategy for use while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. When you annotate the text, you will mark cues on your paper that show your line of thought as you read to understand the text.</p> <p>You are going to use annotation symbols to mark-up your text (write on it). As you read, mark the text using the symbols provided to you. You will want to only mark sections that deliver information or make you think deeply about the text, including identifying words that you need to define. Use the symbols provided on your handout to mark up the text as you read or reread it. (see attachment in student resources section as well as the link below)</p> <p style="text-align: center;">Annotation of the Text.docx</p> <p>In addition to deepening your understanding of the text, you will also look out for the central (main) idea(s) of the text. In the margin, make note of the central idea(s) and put a star next to sentence(s) that best show what the central idea is. You are also looking at the structure of the text and how that structure contributes to understanding the text. Place a black dot next to sentences that best show that structure.</p> <p>When annotation of the text is complete, work with a partner and</p>	<p>Work Meets Expectations if:</p> <ul style="list-style-type: none"> ● Student has adhered to the correct usage of the symbols for annotation ● Student has made at least one note in the margin for each paragraph ● Student has identified adequate vocabulary words that need defining ● Possible central idea(s) are identified ● Possible evidences are identified ● Ideas marked on texts are accurate and reflect understanding of the text 	<p>Provide each student with a copy of the text being read. Depending on the complexity of the text, consider reading the text aloud while students follow along for the first reading of the text. Provide each student with the annotations handout. Alternatively, use the handout to create a class poster large enough so that the symbols can be seen from all areas of the classroom. Deliver the prompt to the class, making adjustments based on the needs of students. Pair students together in anticipation for exchanging ideas and discussing the text and annotations (as provided by the mini-task prompt).</p> <p>Model using the annotation symbols using the first two paragraphs of the text. As you read, pause and think aloud to share your thoughts about the text with students, and mark up the text using the appropriate annotation symbol. Use the third paragraph (or appropriate section of the text) to elicit responses from students as you work together to finish the paragraph. Share the scoring expectations with students and provide time for questions and answers. Instruct students to complete the text on their own (or, alternatively, with a partner). As you circulate around the classroom, make note of what information students are finding important and which words they are selecting for definition.</p> <p>Provide students with adequate time to discuss the annotations and the text with their partners. Circulate around the room and listen to their conversations, clarifying misconceptions as you hear them.</p> <p>Accommodations/Modifications: Model, modify, repeat directions; individualized instruction; peer tutor; shorten length of text; reduce the number of annotation symbols; text read aloud; extended time; word to word dictionary</p>

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		<p>compare. Can you tell what did you annotate that was the same? What was different? Did you both identify the same central idea(s)? Explain your rationale for choosing your annotations to your partner and in exchange, listen to his or her rationale.</p> <p>If Students are working towards completing a culminating writing task:</p> <p>Mark a capital letter "E" next to ideas in the text that provide evidence that will support the task prompt (essay or substitute). You will revisit these ideas when we move on to taking notes.</p>		
<p>Standards:</p> <p>RI.11-12.1 : Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5 : Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>				
<p>Additional Attachments:</p> <p> Annotation of the Text.docx</p>				

by Shelia D. Banks