Module 6: Purposeful Annotations for Text Dependent Analysis (TDA)
Warm-Up: Reflection Journal (page 2)

Why should you teach students to annotate the text while reading?
Reasons for Annotations

“Why is marking a book indispensable to reading it? First, it keeps you awake-not merely conscious, but wide awake. Second, reading, if active, is thinking, and thinking tends to express itself in words, spoken or written. Third, writing your reactions down help you remember the thoughts of the author.”

(Adler & Van Doren, 1972, p. 49)

Annotating the text:
- increases students’ active engagement with the text
- teaches reading as a process
- makes thinking visible
- acts as a bookmark for future reference
Purposes for Annotating the Text

*Teaches students to:*

- identify and consider the author’s use of techniques
  - figurative language
  - sensory vocabulary
  - imagery
  - rhetorical questions
  - characterization
- recognize misunderstandings
- make connections to other ideas, concepts, characters
- judge the importance of what is said
What should students annotate to support the analysis of text?
# Annotations

<table>
<thead>
<tr>
<th>Types of Annotations</th>
<th>Text Evidence</th>
<th>Inference / Interpretation</th>
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</thead>
<tbody>
<tr>
<td>Predictions</td>
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<tr>
<td>Questioning the Author</td>
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<td>Opinions</td>
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<td>Unknown Vocabulary</td>
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<tr>
<td>Areas of Confusion</td>
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**Annotating the text:**
- Author’s craft or message
- Make connections
- Reflect on the author’s meaning
- Dialogue or argue with the author
Purposeful Annotations

TDA Prompt:
Authors often use figurative language to describe objects, characters, and situations in their story. Write an essay analyzing the role that the figurative language plays in the text, Uncle Timothy’s Ships. Use evidence from the text to support your analysis.

Reflection Journal (page 4):
Given the expectations in this prompt, what could be the focus of purposeful annotations?
Annotating the Text for Analysis

*Uncle Timothy’s Ships*
➢ Examples of figurative language found in the text
➢ Character descriptions
➢ Setting descriptions
➢ Indications of the conflict

*General Annotations*
➢ Character behaviors or motivations
➢ Questions about the author’s use of figurative language
➢ "Aha" moments
➢ Predictions
➢ Unknown vocabulary
➢ Areas of confusion
## Annotating Marks

<table>
<thead>
<tr>
<th>Underline</th>
<th>Important points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle</strong></td>
<td>Unknown words and phrases</td>
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<td>?</td>
<td>Questions about the text</td>
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<td>!</td>
<td>Interesting information</td>
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<tr>
<td>#___</td>
<td>Paragraph numbers</td>
</tr>
<tr>
<td>*</td>
<td>Aha moment</td>
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</table>
Uncle Timothy’s Ships

Uncle Timothy’s house had character. A plain log cabin set atop a crumbling hill over the sea. That was all. It had character. His door squeaked rustily and without apology, revealing the essence of the man I so much admired. Just a couch at the window, its tasseled pillows tossed to one side. A rocker, forlornly rocking in the sympathetic wind. And the glass-bottle ships sitting proudly on the mantle—the only objects in the house that were free of dust.

“I love them,” he said quietly. He walked toward them, then stood there, his eyes gleaming in the vivid darkness—I could see that plainly. I drew closer, close enough to see the intricate layout of the ships inside the bottles. They were so old! I could tell by the yellow, gnawing at their framework. Yet so timeless. Trapped and still, forever in a bottle.

“They are . . . “ Uncle Timothy paused and then said, “what I am.* They are trapped. They haven’t tasted freedom.”

I glanced out the neatly cracked window at the tied-up boats rocking plaintively on the waves. “They are restless,” I responded absently, not realizing the puzzle I had then completed with my words. ?

“Someday,” Uncle Timothy shook his head, “someday I will let my ships taste freedom.”
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| **This means that the house was interesting and perhaps different.** |
| **Lots of personification! the door doesn’t apologize, the wind is sympathetic, the ships are proud. This helps to visualize the feelings that Uncle Timothy has for his things.** |
| **This is a description of the ships in the bottles, but it is also describing Uncle Timothy!** |
| **Personification-helps to also understand how Uncle Timothy feels.** |
Brainstorm a list of some different ways students can annotate the text without writing on the text.
### Strategies for Annotating Text

**Post-it Notes and/or Sticky Arrows**

<table>
<thead>
<tr>
<th>Information</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote</td>
<td>Comments</td>
</tr>
<tr>
<td>Phrase</td>
<td>Reactions</td>
</tr>
<tr>
<td>Word</td>
<td>Questions</td>
</tr>
<tr>
<td>Page #</td>
<td>Inferences</td>
</tr>
</tbody>
</table>
# Questioning the Author’s Technique

<table>
<thead>
<tr>
<th>Questions for the Author</th>
<th>Collaborative Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the author trying to tell us when the character does/says…?</td>
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<tr>
<td>How did the author show that something has changed in the character’s thinking?</td>
<td></td>
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<tr>
<td>Why did the author tell us this now instead of in the beginning?</td>
<td></td>
</tr>
<tr>
<td>Why did the author choose to use these examples of personification? What is the author trying to tell us?</td>
<td></td>
</tr>
</tbody>
</table>
Creative Annotations

HAMLET

To be, or not to be: that is the question,
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd. To die, to sleep;
To sleep: perchance to dream: ay, there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil,
Must give us pause: there's the respect
That makes calamity of so long life:
For who would bear the whips and scorns of time...

[... ] this just means I cut some stuff out :)}
Collaborative Annotations
Using Annotations

Reference during discussions and constructing TDA responses to support:
• locating evidence,
• recalling inferences,
• determining how one reading element is interrelated with another reading element.

Using annotations eliminates the need for students to reread the text in the midst of responding to the prompt.
Purposeful Annotations

TDA Prompt:
Authors choose words and language carefully to communicate a message. Write an essay analyzing how Sandra Cisneros uses figurative language and imagery to reveal a theme. Use evidence from the text to support your response.

Reflection Journal (page 6):
Given the expectations in this prompt, what would you expect to be the focus of students’ purposeful annotations?
Purposeful Annotations

- **Figurative language:** Repetition - skinny trees, skinny necks;
- **Imagery:** Pointy elbows
- **Interpretations:** isolated, doesn’t fit in, misunderstood
Highlighting as Annotations

It begins at the beginning by Deborah Tannen

Even if they grow up in the same neighborhood, on the same block, or in the same house, girls and boys grow up in different worlds of words. Others talk to them differently and expect and accept different ways of talking from them. Most important, children learn how to talk, how to have conversations, not only from their parents but from their peers. Although they often play together, boys and girls spend most of their time playing in same-sex groups. And, although some of the activities they play at are similar, their favorite games are different, and their ways of using language in their games are separated by a world of difference.

Boys tend to play outside, in large groups that are hierarchically structured. These groups have a leader who tells others what to do and how to do it, and resists doing what other boys propose. It is by giving orders and making them stick that high status is negotiated. Another way boys achieve status is to take center stage by telling stories and jokes of others. Boys’ games have winners and losers and elaborate systems of rules that are frequently the subject of arguments. Finally, boys are frequently heard to boast of their skill and argue about who is best at what.

Girls, on the other hand, play in small groups or in pairs; the center of a girl’s social life is a best friend. In their most frequent games, such as jump rope and hopscotch, everyone gets a turn. Many of their activities (such as playing house) do not have winners or losers. Though some girls are certainly more skilled than others, girls are expected not to boast about it, or show that they think they are better than the others. Girls don’t give orders; they express their preferences as suggestions, and suggestions are likely to be accepted! Anything else is put down as “bossy.” They don’t grab center stage — they don’t want it — so they don’t challenge each other directly. And much of the time, they simply sit together and talk. Girls are not accustomed to jockeying for status in an obvious way; they are more concerned that they be liked.
Consider your instructional practice:

1) How can you embed purposeful annotations into your close reading instruction? Describe what you currently teach and what you would include moving forward in your instruction based on what you learned in this module.

2) In what ways can you model the use of purposeful annotations when responding to a text dependent analysis prompt?
For More Information...

Thompson, J. (2019). *Purposeful Annotations for Text Dependent Analysis (TDA)*. Center for Assessment (www.ncriea.org)

Or

Pennsylvania Department of Education: Text Dependent Analysis (TDA) Toolkit
Introduction: Introduction to the TDA Professional Learning Series
Module 1: Text Dependent Analysis: A need for curriculum and instructional shifts
Module 2: Understanding Text Dependent Analysis
Module 3: Anatomy of Text Dependent Analysis Prompts
Module 4: Selecting Complex Texts for Analysis
Module 5: The Difference Between Inference and Analysis
Module 6: Purposeful Annotations
Module 7: Close Reading Questions Leading to Analysis
Module 8: Analyzing Reading Elements and Text Structures
Module 9: Collaborative Discussions
Module 10: Modeling a Text Dependent Analysis Response
Module 11: The Purpose of Text Dependent Analysis Learning Progressions
Module 12: Analyzing Text Dependent Analysis Responses
Module 13: Developing Close Reading Lessons Leading to Analysis
Module 14: Developing Replacement Units Leading to Analysis
Module 15: Using the Grades K-8 Deconstructed Standards
Thank You