

The Jot! (a.k.a. annotations)

In the handout, you will find a comprehensive breakdown of what we are looking for in your “jots” (also known as annotations) when you are reading this year. Each category has a progression chart indicating how you should grow as the year progresses and you improve as a reader. Each category also has what you should be looking for and sentence starters to help you get started!

JOT PROGRESSIONS IN GENERAL

	1	2	3	4
CONTENT What do your jots show you are thinking about?	Jots primarily provide summary or ask comprehension-driven questions.	Jots express thinking about the text, providing predictions, opinionated responses, or observations of elements of fiction.	Jots make use of prompts and sentence stems to creatively contemplate their story.	Jots demonstrate analytical thinking, possibly about: theme, author’s craft, development of plot, real world or literary connections.
JOT HABIT PROGRESSION				
VOLUME How many times do you annotate/jot while reading?	1-2 post-its A few words or short phrases	1-3 post-its each time they read (growing toward 5) Mix of phrases and sentences Happening at the end of reading time	2-3 post-its every time they read (in class AND at home) Progressing to full sentences Might be at the end of reading time but moving toward during reading/throughout	2-5 post-its every time they read (in class and at home) Writing is consistently full sentences, filling the Post-Its During reading/throughout

POINT OF VIEW JOT PROGRESSION

	1	2	3	4
Inferring About and Interpreting Point of View:	Jots identify the perspective/pov from which the story is told, and they show understanding regarding how perspective influences our understanding of the story.	Jots identify and consider the implications of the perspective/pov from which the story is told, and they reveal understanding of how perspective/pov influences our understanding of the different elements of a story.	Jots identify and show thorough consideration of the implications of the perspective/pov from which the story is told, and they reveal a deep understanding of how perspective/pov influences our understanding of the different elements of a story.	Jots highlight and consider important and insightful implications of the perspective/pov from which the story is told. They reveal insight into the complex ways that perspective/pov influences our understanding of a story and the characters who populate it.

POINT OF VIEW JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of Point of View ...	By noticing...	By putting it all together:
Identify	- Who is telling the story? - What words are being used to identify the different points of view?	The point of view of this story is_____. The point of view is significant because_____.
Develop	- Why is the point of view important? - What are we learning from the character? Is it important for us to know? - What aren't we learning? Is it important for us to know?	The point of view is important because it is_____. The point of view allows us to see_____this is important because_____. However, I still want to know_____.
Analyze	- Assess how point of view or purpose shapes the content and style of a text. - Analyze if the point of view affects the reader's understanding of the story or characters, the progression of the plot, or development of a theme.	The point of view of the story shapes the reader's understanding because_____. By reading the story through the eyes of _____it makes me realize_____. Because the point of view is_____it affects the reader's understanding of_____. The point of view makes the reader realize the message the author is conveying is_____.

SETTING JOT PROGRESSION

	1	2	3	4
Inferring About and Interpreting Setting:	Jots identify aspects of setting that may influence a character(s) thoughts, behaviors and/or actions.	Jots identify important aspects of the physical setting that may influence a character(s) thoughts, behaviors and/or actions, and make connections between them and the pertinent elements of the setting that may have influenced those thoughts, actions and/or behaviors.	Jots identify insightful aspects of the different types of setting that may influence a character(s) thoughts, behaviors and/or actions, and make connections between them and the pertinent elements of the setting that may have influenced those thoughts, actions and/or behaviors.	Jots identify insightful and complex aspects of the different types of setting that may influence a character(s) thoughts, behaviors and/or actions, and make insightful connections between them and the pertinent elements of the different types of setting that may have influenced those thoughts, actions and/or behaviors.

SETTING JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of SETTING	By noticing...	By putting it all together:
Identify	- What is the author trying to explain or state about the setting? - What is the significance of the setting?	The author chose this setting because_____. The setting is significant to the characters as it_____. The setting creates a mood by _____.
Develop	- How does the setting affect the character? - What prior knowledge of the setting do I have? - What is the relevance of the time period/geographical location?	The relevance of this historical period/geographical location is _____. The setting connects to_____.
Analyze	- When a setting shifts, changes, or stops, you should ask: “What changed?” and “What caused the change?” “What does this make me think about the setting?” - What impact does the shift, change, or stoppage have?” “What are the results of this?”	_____ shifted/changed/stopped by becoming more/less _____. This changed because of _____. This makes me think _____. The impact of additional settings is _____. I believe the author made this choice because _____.

CHARACTER JOT PROGRESSION

	1	2	3	4
Inferring About and Interpreting Characters	Jots infer character traits and feelings for primary characters, providing evidence that enabled the inference.	Jots infer and distinguish traits from feelings, providing evidence that enabled the inferences. Jots infer character traits for both primary and secondary characters. Jots identifies conflicts characters face and question what motivates characters. Jots identify significant relationships between characters.	Jots infer character traits and feelings for primary and secondary characters, acknowledging when they begin to shift, using evidence. Jots conclude what motivates characters and how their motives influence decision making in response to conflict. Jots contemplate what key relationships between characters reveal about them. Jots identify universal struggles characters encounter that may be possible themes.	Jots analyze character traits and feelings and how they have shifted or been contradicted over the course of the plot to interpret character development. Jots contemplate how decisions influenced by primary motivations create key moments in the plot. Jots conclude how key relationships in the story incited change in characters or influenced the plot. Jots consider what characters have learned as a result of their struggles, or which characters succeeded/failed, in order to develop a theme. Jots propose symbols in the story representing a character and their values.

CHARACTER JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of Character ...	By noticing...	By putting it all together:
PROBLEMS	• When a character is having a problem • When the character wants something but there are obstacles in their way • What is the character saying/doing/thinking/feeling/what kind of person are they? • How are they dealing with the problem? • What does this make me realize about how they feel? What kind of person are they?	One problem_____is having is_____. They are dealing with it by_____. This makes me realize____. _____really wants_____but_____. He/She responds by____. This makes me think_____.
RELATIONSHIPS	• Character's relationships with other characters • What do they do/say/think/feel around this other character? • What does this make me think about their relationship? What does this tell me about what kind of person they are?	_____has a_____ relationship with_____. This is shown/revealed when_____. _____ (other character) is a_____ kind of person. I know this because_____.
CHANGES	• When a character changes, comes to a new understanding, acts out of character, or stops doing something • Ask, "What changed?" and "What caused the change?" • Ask, "What does this make me think about the character?" • What event impacted the character? What learning resulted?	_____changed by becoming more/less_____. They changed because of_____. This makes me think_____. _____ (event) changed_____ 's point of view about_____. He/She learned_____.

CONFLICT JOT PROGRESSION

	1	2	3	4
Inferring About and Interpreting Conflict:	Jots identify important internal/external conflicts from a narrative piece.	Jots identify and show understanding of both internal and external conflicts in a narrative piece and how those conflicts are influencing the characters and plot of the piece.	Jots identify and show understanding of both internal and external conflicts in a narrative piece and how those conflicts are influencing the characters and plot of the piece. Jots explore the source of both internal/external conflicts and the potential motivations all of players in a particular conflict may have.	Jots identify and reveal insight into the causes, motivations, and implications of both internal and external conflicts in a narrative piece.

CONFLICT JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of SETTING ...	By noticing...	By putting it all together:
Identify	- What kind of conflict is happening? Internal or External? - What type of conflict is evident? Character vs. ?	_____ and _____ are having an external conflict because _____. _____ is having an internal conflict because (he/she) is deciding between/struggling with _____. There is tension developing between _____. This conflict is a character vs. _____.
Develop	How is the conflict progressing? Changing?	The conflict is developing or changing because_____. The conflict is changing in the way the character's _____. I can see that _____.
Analyze	- How is the conflict driving the plot? - How is the conflict affecting the characters? - What themes are developing because of this conflict? - How does this problem reveal a larger meaning of the work?	The conflict is making the plot _____. The characters are being affected by this conflict by_____. This conflict can show us that _____. This conflict reveals that people _____.

PLOT JOT PROGRESSION CHART

PLOT	1 (Summary)	2 (Extension)	3 (Connections)	4 (Significance)
	The jot chronologically relays a summary of key plot points The jot identifies the central conflict of the story. Example: "Stolen jacket. Mom is mad. Mom makes the kid get the jacket back."	The jot relays key actions, narrator reflections, and dialogue exchanges in summary of plot. The jot acknowledges how the conflict incites motivation in the character. The jot identifies conflicts experienced by secondary characters and their contribution to the overall plot. Or, the jot identifies secondary conflicts the main character experiences. The jot makes a prediction based on knowledge of plot. The jot distinguishes the central timeline of the plot from flashbacks or time shifts. Example: "Mom sends Daniel to go get the jacket because she doesn't have any money to afford another one."	The jot makes connections between the plot and other elements of the text. (ie: How plot is impacted by setting; how point of view shapes the way readers receive the plot). The jot explains how a character is responding or changing in response to events. The jot compares and contrasts multiple plotlines. The jot intuit's a cause and effect relationship between the events in the plot. The jot can explain how a prior moment foreshadowed what is now happening. Or, the jot identifies how a recent event is possibly foreshadowing. The jot identifies information gained or kept a mystery by the use of a flashback or time shift. Example: "It's important the story is told from the youngest brother's point of view because the conflict stems from him not understanding why the mom insists they get the jacket back."	The jot connects the events and actions of the text to the larger meaning of the text as a whole, suggesting thematic significance of the story. The jot identifies major instances of character development brought on by the plot. The jot describes a theme or other rationale that ties together multiple plotlines or conflicts. The jot identifies where a moment would fall along Freytag's Pyramid, considering if it is inciting events, climactic, complicating things, providing closure, etc. The jot makes predictions or identifies foreshadowing based on events not just in the text, but based on conventions of the genre or familiarity with other stories. The jot explains how the author's choice to include a flashback or time shift affects the storytelling. Example: "The dad is no longer around, so the mom is pushing her boys to stand up for one another. The mom's lesson goes beyond the fact that they don't have money. She wants her sons to recognize that they have to step up to fill the void that their father left."

PLOT JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of PLOT ...	By noticing...	By putting it all together:
Identify	- Is this plot progressing as expected? - Are your previous predictions correct or is something new happening?	The plot took an unexpected turn when _____. I think the author did this because _____. I'm noticing that my predictions are correct/incorrect because the author _____. I think _____ will happen next.
Develop	- Are things getting complicated? - Are there a few plot lines coming together? - Is there more than 1 main plot line? - Are you keeping track of each? - Is there a character who drives each specific plot line?	Things are getting complicated because _____. The author is using _____ different plot lines because _____. I think this will all come together when_____. In this plot line _____ is driving the action of the scene. This character is important because _____.
Analyza	- What kinds of techniques is the author using to tell the story and further the plot? - Do you notice FLASHBACKS? - Is there a flash forward? - Is there foreshadowing? - Are there multiple narrators?	I noticed that the author uses a FLASHBACK when _____, because _____. The author uses foreshadowing when _____ because _____. I think _____ will happen because of this. There are ___ narrators in this book. I think the author did this because _____.

THEME JOT PROGRESSION

	1 (Topic)	2 (Emerging Theme Statement)	3 (Specific, Complex Theme Statement)	4 (Uses literary devices to create a specific, complex, nuanced, theme statement)
Theme	Goal: Identifies an accurate topic that could be developed into a theme statement. Worldly Connection: Can answer the question "This story teaches about" Text: Does not have a specific textual connection. Sample: Morals <i>(One word response)</i>	Goal: Broad, general, or possibly clichéd statement on the theme. Worldly Connection: Begins to connect the text to worldly issues in general. Text: Uses a general idea, character, or event from the text to connect to the theme. Sample: Having morals is important. <i>(Starts to make general statement)</i>	Goal: Begins to incorporate nuance or depth of thinking in their statement. Worldly Connection: Begins to see the connection to important issues in the world and begins to acknowledge the stakes and implications of the themes presented in text. Text: Considers specific moments in the text to add depth to the connection. This connection may include a quote. Sample: In the short story "The Jacket," by Geoffrey Canada he conveys the idea that regardless of the situation, you must stand up for those you love. <i>(Acknowledges the author's intentional choices to develop a theme)</i>	Goal: Incorporates nuance or depth of thinking in their statement with a specific connection to a worldly matter. Worldly Connection: Clearly connects the text to a worldly issue and begins to acknowledge the nuances to develop the complexity and identifies stakes, implications or importance of the topic. Text: Uses a specific moment in the text to add depth to the connection. This connection includes a quote. Sample: The story teaches that individuals must stick up for their values in every situation. In this world, people usually step down when you demonstrate confidence. Regardless of the situation, you must stand up for those you love, just like John's stands up for his brother in a world that they knew was "unfair." <i>(Specifically identifies theme, adds a connection to world, and highlights the importance of the theme with a connection to a quote)</i>

THEME JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of THEME..	By noticing...	By putting it all together:
Identify	• TOPICS that this book addresses • Lessons that the author is trying to show through the work. • What the book TEACHES.	This book is really about _____. This is evident because_____. This book teaches that_____. This is important because _____. The author is using the conflict of ___ to show that _____.
Develop	• Topics that the book addresses and writes as a general theme statement.	The author uses the conflict of _____ to reveal that _____ This is demonstrated when_____. The author uses the setting to show a contrast between ___ and _____ to reveal that _____. This shows that _____.
Analyze	• How the book develops specific themes • Writes theme statements and uses evidence to support these ideas.	The author uses ___ in the story to show that _____. In the text, it states that _____ to show _____.

STYLE JOT PROGRESSION

	1	2	3	4
Inferring About and Interpreting Style:	Identify how the author's use of word choice conveys mood, images, and meaning.	Examine how the author's style of writing enables readers to look closely at particular literary elements to consider how the writer crafted the story. Students should be conscious of, and analytical about the language shifts that others make by exploring the use of words, phrases, and clauses.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	

STYLE JOTS – WHAT DO I WRITE ABOUT?

Readers Keep Track of Style..	By noticing...	By putting it all together:
Identify	- What word choices (diction) does the author use to create the mood of the story? - Are there patterns in the TYPES of words that are used? - What types of sentences are used? - Is there figurative language? - What types of special punctuation does the author use? - What is the paragraph length, sentence structure, point of view, etc.?	The author uses diction like _____ to create a _____ mood. I'm noticing patterns in the types of words that the author uses like _____. I notice that the author uses _____ types of sentences. I notice the author uses _____.
Develop	- What tone is developed in this section? - How do sentence types change in a text? - How does the author use figurative language to deepen understanding? - How does the author use punctuation?	The author creates a _____ tone by using words like _____. The author uses _____ types of sentences to _____. The author is using _____ in order to deeper the understanding of _____.
Analyze	- Why does the author use these types of words/phrases/sentences? - Why does the author use figurative language? Are there patterns? - Why does the author use special types of punctuation?	The author uses these types of words to _____. The author uses _____ types of sentences to _____ which develop the idea that _____. The author uses _____ repeatedly to reveal that _____. I believe the author made this stylistic choice because _____.