

ANNOTATING A TEXT*

<p>Level 1: Understand and Develop Knowledge (Done on the 1st and 2nd Read of a text)</p> <p>a. Identify what the text is mostly about b. Identify, define, and clarify key vocabulary c. Making connections to prior learning and/or prior experiences d. Pose a clarifying question (What does this mean?) e. Identify central ideas, conclusions, and supporting details</p> <p align="center">OR</p> <p>f. Identify the individual steps in a complex procedure</p>	<p>Level 2: Integrate and Apply Knowledge (Done on the 2nd Read of a text)</p> <p>a. Pose a conjecture (I wonder what would happen if...) b. Identify reasoning and evidence to support a claim c. Identify a claim in a text</p>	<p>Level 3: Analysis and Critique (Done on 2nd or 3rd Read of a Text)</p> <p>a. Give an opinion, react, or reflect on ideas in the text b. Analyze the differences in the findings in the text to those from other sources c. Critique the effectiveness of the reasoning and evidence used to prove the author's claim (How well did the author...) d. Analyzing the types of reasoning in evidence of an argument or counter argument</p>
<p align="center">What It Might Look Like</p> <p>a. Students write the gist of what the text is mostly about in the margin of the text. Students may write next to each paragraph, section, or at the end of the text.</p> <p>b. Students circle unknown or key vocabulary terms. Some words can be figured out based on the context of the text and other words need direct instruction. Students may annotate the definitions in the margins or in a vocabulary notebook.</p> <p>c/d. Students write clarifying questions and connections in the margin of the text. Students may also text tag for questions, connections, etc.</p> <p>e. Text tag (use an agreed upon code) or use different colored highlighters to identify the central ideas, conclusions, and supporting details.</p> <p align="center">OR</p> <p>f. Students highlight or underline each behavior/action word in a procedure and place a number on the text indicating the steps in a multistep, complex process.</p>	<p align="center">What It Might Look Like</p> <p>a. Students may write a conjecture question in the right hand margin of the text. For example, "I wonder what would happen if...?"</p> <p>b/c. Underline the evidence which supports a corresponding claim in the text. Circle the claim if it is directly stated. If the students must infer the claim, students may write it as a statement in the margin of the text.</p>	<p align="center">What It Might Look Like</p> <p>a. Students write their opinions, reactions, reflections, or ideas in the margins after synthesizing parts of the text.</p> <p>b. In the margins, students write about how findings in the text differ from information in other texts, noting the names of the other texts.</p> <p>c. In the margins, students write about how well the author used evidence to support a claim</p> <p>d. Students text tag to indicate if the author used facts and statistics (logos), expert opinions(ethos), or personal stories (pathos) as forms of evidence.</p>

Ways Students Can Respond to or Extend Annotations

Task or Prompt...	What it might look like...
a. <i>Summarize and Synthesize ideas within the text</i>	a. Use the gist notes from the text to write a summary/synthesis statement of the text. Students may also benefit from the use of a graphic organizer before actually writing the paragraph.
b. <i>Understand the relationships between key terms and concepts in a text</i>	b. Students create a web or visual representing the relationships among key terms and concepts.
c. Identify reasoning and evidence to support a claim	c. Students use a graphic organizer to record the reasoning and evidence the author uses, as well as the author's claim.
d. <i>Determine the author's purpose</i>	d. Exit Ticket/QuickWrite - Based on what you have read, the evidence you have collected, and the author's claim you have identified, answer this question: "Why did the author write this text?"
e. <i>Analyze the author's purpose</i>	e. Using the knowledge of what you have read and the annotations you have made, " <i>What is the question the author seeks to address?</i> "

*Procedure and General Rules

1. Define the **purpose** for annotation based on learning target(s) and goals. See Annotating Levels 1, 2, and 3 on reverse
2. Anytime students highlight a section of text, require an annotation or code to accompany highlighting.
3. Model how to annotate text.
 - a. Select one paragraph of text from the reading, highlight or underline the key word(s) or phrase(s) related to the lesson's purpose using the "think aloud" strategy to share with students why you marked certain selections of the passage.
 - b. Based on your "think aloud" model writing an annotated note in the margin, above underlined words and phrases, or to the side of the text.
4. Practice annotating with students, choosing another paragraph/section of text, reminding them of the purpose. Have students share what they selected and explain the annotation each made. Repeat over several classes, or as necessary, working on gradual release towards student independence.

Works Referenced: Shanti Flaherty <http://engageny.org/resource/grades-3-5-ela-curriculum-appendix-1-teaching-practices-and-protocols>