

# Annotating Text

GRADES

**3 - 6**

DISCIPLINE

**Any**

COURSE


**Integrated  
Studies**



PACING


**1hr**

SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><b>ACTIVE READING &gt; ANNOTATION:</b> Ability to apply close reading annotation strategies while reading text.</p>	<p><b>ANNOTATING TEXT</b> Read the text and make annotations either individually or with a partner. Then, reflect with a partner to share your annotations.</p>	<ul style="list-style-type: none"> <li>• Students know the value and purpose of annotating text.</li> <li>• Students demonstrate a procedure for annotating text.</li> <li>• Students apply annotations to help determine meaning and to locate information.</li> <li>• Students apply annotations to resolve questions, queries, and surprises.</li> </ul>	<p>Note. For students new to annotating text, they will benefit from an instructional sequence that gradually releases responsibility from teacher to student. Students will greatly benefit from explicit instruction that provides an instructional rationale for annotating, demonstrates a procedure for annotating, and models how to apply annotations to enhance comprehension.</p> <ol style="list-style-type: none"> <li>1. Tell/remind students the benefit of annotating text while reading: annotations mark important or confusing ideas in the text -they are more effective than highlighting because the symbol you choose indicates why you marked the text.</li> <li>2. Handout and review an annotation guide that shows students how to mark text (there are two sample handouts below that can be adapted). You can add features such as number the paragraphs in the text and write a "gist" statement for each chunk of text.</li> <li>3. Model/Guided Practice. Demonstrate to students how to move through a text and make notes. When finished, demonstrate how to resolve confusions and how to synthesize across the gist statements.</li> <li>4. Student Practice. Give students an opportunity to practice making annotations with a short text. Students can either work with a partner or annotate independently and then reflect with a partner to share annotations.</li> <li>5. Reflection. Bring the class back together to discuss the annotating activity: what was hard, what was easy, what were some observations?</li> <li>6. Review the benefits of annotation and encourage students to continue to use this active reading strategy.</li> </ol>
	<p>Standards:</p> <p><b>RI.4.1</b> : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>		

- RI.5.1** : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2** : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.4.2** : Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.3.1** : Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2** : Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.6.1** : Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2** : Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Additional Attachments:

-  **Note catcher: A Day in the Life**
-  **Annotation Bookmark**

by Linda L. Crocker