Support: Annotating Text

ELA	Math	Science	Social Studies
→ closely reading texts for different purposes ◆ analyzing characters ◆ determining theme ◆ locating text evidence ◆ comparing and contrasting topics across texts ◆ interpreting graphs/images/charts/tables	→ solving word problems → reading data on tables or charts	→ collecting relevant data and/or evidence across various, valid resources → comparing various sources to create a coherent understanding of a phenomenon → revising a consensus model	→ reading: ◆ primary sources ◆ secondary sources ◆ charts ◆ graphs ◆ timelines

Who could this support?   Students who need extra support to pull meaning from the text or identify key ideas.

Purpose:
- Assist the students with comprehending the text and big ideas of a text.

Communicating the purpose: It is very important to communicate the purpose of the strategy with the students so that they know what they are doing and why. This helps with motivation and buy-in for the lesson and topic.

Process

Prework
- Pre-read the selected text so that you can become familiar with the words/ideas, and you know what you want students to pull from the text. Also, search for places where students may struggle, anticipate the struggle and plan for it. For text with heavy domain-specific vocabulary, consider some work with words before reading by selecting the "Vocabulary Support" document from the Disciplinary Literacy documents for the students. Be sure to follow the guidelines if you are teaching from an exploratory curriculum by not front-loading Tier III vocabulary.

- See Vocabulary Support document for more information.

Step 1
- Communicate the overall purpose of the support (Annotating Text) above to the students.

Process (continued)

Step 2   Establish a purpose for reading so that students are not just reading to read. The purpose could be to find the main idea (ELA), to support or make an alternate claim (Science and Math), to find the development of a claim (ELA, Science, Math or S.S.), to answer key questions in the curriculum (all content areas), etc.

Step 3   Consider what text symbols you want students to use when annotating. Text symbols are most effective when they are used across the campus and across disciplines as well. Symbols most commonly include notations for big ideas, unknown words, and confusing thoughts. View this [video](#) and examples of [annotation symbols](#) as well as a [completed annotated text sample](#).

Step 4   Provide explicit and direct instruction by pulling up the source you want to use and model reading the first section or paragraph out loud. Place the symbols in the text when reading and provide a think-aloud as to why you placed those symbols there.

Step 5   Make sure to highlight/underline in the text and make notes in the margin when you come across the purpose you designated for reading that day or other key ideas.

Step 6   Provide guided practice where students are able to receive feedback on the quality of their annotations.

Step 7   Provide an opportunity for independent practice where students are able to practice this skill.

Step 8   Show students how this skill/strategy transfers to all texts and types of text.

I know I'm successful when…

- Students are able to successfully answer questions related to the text and demonstrate their thinking through their annotations as they read the text.

Additional Considerations

- To help students understand why this is important and why it is highlighted it is important to point out why you are underlining or what provoked you to write in the margin. Make sure to provide scaffolded questions or steps to students who need additional support.