





Reading Annotations

Explanation: *Annotating* is a major skill we will use while reading in this class. We will annotate a range of different texts. Annotating can be described as the process of marking up a text in order to better understand its purpose and to learn something from the text. Annotations are an individual activity and you will be assessed on your annotations often. You will annotate using sticky notes, lined paper, and the app Kami. There are many different ways to annotate.


HOW TO ANNOTATE TEXT the Schwartzman way


When you read, it's important to annotate, or interact with a text.




You naturally have ideas, feelings, questions, or make mental images, so show that you're thinking.




Pause and jot down those thoughts.




Write down any connections to other texts, movies, or events that you notice.



Discuss a part that is confusing to you. Ask the author a question about a passage.




Notice and comment upon a literary device – simile, metaphor, alliteration, repetition, irony, symbolism, etc. What effect does it create for you?



Explain the moments of emotional impact. How are you feeling? Is this what the author hoped you would feel? How did the author create this feeling in you?

When you encounter a word that you don't know, look it up in the dictionary and write down its definition.

Use your inference skills. Is the author using a passage or relationship to try to tell you something deeper than what is being said directly?



Standards Based Annotations

Reading Annotations can also be connected to the MS English Standards. Select a standard and write your annotations based on those standards.

Annotations Cheat Sheet

Fiction (Novels, Short Stories, etc.)	<ul style="list-style-type: none"> ★ Notes/Thoughts ★ Questions/DTQs ★ Vocabulary & Definitions ★ Summaries ★ Theme ★ Symbols ★ Figurative Language: Similes, Metaphors, Personification, etc ★ Character Traits/Development ★ Setting ★ Conflicts ★ Climax ★ Tone ★ Mood ★ Allusions/References
Non-Fiction (Articles, Info, etc)	<ul style="list-style-type: none"> ★ Notes/Thoughts ★ Questions/DTQs ★ Vocabulary & Definitions ★ Summaries ★ Author's Purpose ★ Main Ideas, Argument & Claims ★ Supporting Facts/Evidence ★ Opposing Claims
Poetry	<ul style="list-style-type: none"> ★ Notes/Thoughts ★ Questions/DTQs ★ Vocab & Definitions ★ Summaries ★ Theme ★ Figurative Language ★ Symbols ★ Tone ★ Mood ★ Repetition ★ Allusions/References

Purposeful Annotations

Explanation: Another way to annotation is known as purposeful annotation, which can be done for a PURPOSE, hence the name. Purposeful annotations can be done in order to prepare to write an essay, paper or report or for a presentation or any other purpose. In doing purposeful annotation, students must have a goal for their annotations.

Purposeful annotation will help students be able to:

1. Understand and learn from the text while reading
2. Do something with that text after reading
(The core idea is that annotation should help the reader during and after reading.)

4 A's Annotations

Explanation: We will also use the 4 A's for annotating: Agree, Assumption, Argue and Aspire to (or something to use later). When using this type of annotation, you would write notes about what you agree with, assumptions the author makes, things you would argue the author on and things you might aspire to in the future.

Annotations Rubric

1	2	3	4
<p>Little evidence of true interaction with text:</p> <ul style="list-style-type: none"> • lots of marked text with few accompanying margin notes • margin notes are largely perfunctory, obvious, or rushed 	<p>Evidence of some interaction with text:</p> <ul style="list-style-type: none"> • intentionally marking text with accompanying margin notes / symbols • margin notes are often rushed and obvious but present 	<p>Evidence of strong interaction with text:</p> <ul style="list-style-type: none"> • asking and answering questions • writing and revising summaries as needed • identifying and defining vocabulary • occasionally writes margin notes and/or symbol where text is marked • questions and connections present • passages paraphrased • drawing conclusions 	<p>Evidence of thorough interaction with text:</p> <ul style="list-style-type: none"> • asking and answering questions • writing and revising summaries and inferences as needed • identifying, defining unknown, important vocabulary • consistently writes margin notes and/or symbol almost every time text is marked • questions and connections reveal high level thinking • key passages accurately paraphrased • identifying use of language, literary devices, and rhetorical devices • drawing conclusions