Annotate Texts

(Post-Its or Marginal Notes)

**Ways to Annotate Texts:**

* ***Coding the text:***
  + Depending on the purpose of the reading, students develop (or are given) a set of coded symbols to use throughout the text. This exercise is more direct than most but is useful if a specific set of skills or ideas are being taught. For example, if a teacher were teaching the students the elements of plot, the reader might identify by coded letters or symbols each plot element (expositions, rising action, climax, falling action, resolution) as it appears in the text.
* ***Underlining meaningful passages:***
  + As a tool for discussion and a step toward greater independence in reading, students are given the text and told to mark it up as they wish. The next step is to ask what they marked up and why, using their annotations as an entrée into a critical reading discussion.
* ***Collaborative annotation:***
  + Photocopy a text (short story, poem) and give each student a copy. After they read and annotate their copy, putting their name on the top, they pass it along to another member of their small group who then rereads the text and adds their own remarks, questions, or observations about meaning, patterns, or design. When everyone in the group has completed the cycle, they then compare or draw conclusions from their comments, which the group then reports to the class or writes about a short reflection.
    - **See pg. 215 in *Reading Reminders for an assignment/student example & directions***
* ***“Publishing” annotations:***
  + Presenting one’s ideas is a form of authentic publication. Photocopy a poem or a passage and have groups annotate the text right on the paper to put under the doc cam when they are done and present their annotations.