SUPER SATURDAY
WRITING
CONFERENCE

SECRET SITE

Note & Annotate
Reader Thoughts

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Readers actively engage with texts.

Readers document the whispers of their *Thinking Voices.*

READING VOICE   THINKING VOICE   READING VOICE   THINKING VOICE

SPIN-OFF SESSION

EVIDENCE-BASED WRITING | Session 5: Achieve a blend of evidence and elaboration.

Read with a purpose.

- Support during-reading comprehension.
- Prepare for after-reading tasks.

Read with pen in hand.

- Recognize the limitations of reader tools.
- Harness the power of reader tools.

Readers put their thinking adjacent to the author's ideas.
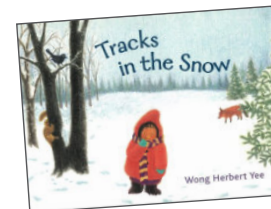
NOTE-TAKING
LIFT INFORMATION *OUT* OF THE TEXT

Take notes on a universal graphic organizer.

Say	Mean		Quotes	Notes

ANNOTATION
MARK INFORMATION *WITHIN* THE TEXT

Make notes in the margins.

An**NOTE**tate
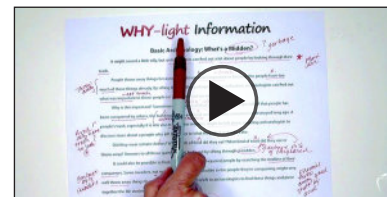
Tracks in the Snow
Wong Herbert Yee

- *Why do you want to remember that?*
- *Why is that part important?*
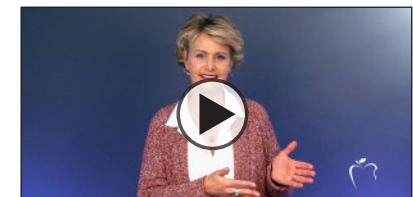- *How does that help you answer the question or understand the idea?*

SECRET SITE RESOURCES

ANNOTATING TEXTS
Readers *track* their thinking

WHY-*light* Information

Introduce the purpose of annotation.

Go beyond highlighting—expect *why*-lighting.

Return to annotations after reading.

WRITE ABOUT THE TEXT

Scaffold annotation skills all year.

TIER 1 — Summarize one text

- Note the important vocabulary.
- Identify the main idea(s).

TIER 2 — Make connections *within one* text

- Mark specific details and note how they are related to the main idea(s).
- Identify essential vocabulary. Explain how it relates to the main idea(s).
- Draw arrows to show connections among ideas (e.g., reasons, examples, steps, events, people, etc.). Label each connection.
- Number information to show order or quantity. Note what they represent.

TIER 3 — Make connections *across multiple* texts

NOTE: Read the first text, applying Tier 2 strategies. Read and annotate the remaining texts:

- Recognize— but don't mark— repetitive information (i.e., confirmed, corroborated).
- With an asterisk (*) or exclamation mark (!), mark new big ideas. Write a 2-3 word comment/summary next to each.
- With a plus sign (+), indicate additional details learned about an idea stated in a previous text. Write a 2-3 word comment/summary.
- With a double-sided arrow (⟷), indicate contradictory information. Write a 2-3 word comment/summary.

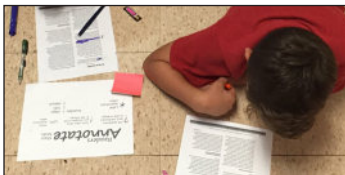### Tools that draw attention

SUPPLIES
- wiki stix
- sticky flags
- sticky notes— real & virtual
- highlighters— real & virtual
- markers
- colored pencils
- highlighter tape

MARKS & SYMBOLS
- highlight
- underline
- circle
- box
- bracket
- numbers
- arrows
- asterisks
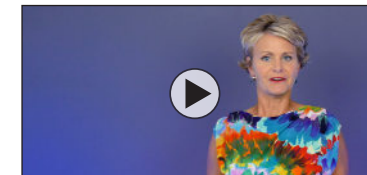
SECRET SITE RESOURCES

Simplify annotation with marks, codes, & abbreviations.

Annotate based on the reading purpose.

View a whole-class mini-lesson executed in fourth grade on coding *across* texts.

Mark new and contradictory information.

| Source 1 | Read and **mark** all **IMPORTANT** information. |

Code the 2ⁿᵈ, 3ʳᵈ, 4ᵗʰ texts for *how* the information is different.

Read & **recognize repeated** information.

✳ Code NEW information.

✚ Code MORE information.

⬌ Code CONTRADICTORY information.

Source 2

Source 3

Source 4

Vary levels of support.

SECRET SITE RESOURCE

What annotation expectations should I have for struggling readers?

TIER 1

Summarize one text.

TIER 2

Make connections *within one* text.

TIER 3

Make connections *across multiple* texts.

SECRET SITE RESOURCES

Organize information collected from sources.

How do you prepare students to synthesize when reading off a screen?

Obstacles...   To overcome.

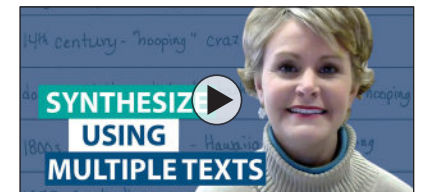| Obstacles...	To overcome.
Students mark everything!	Emphasize marking words and phrases only.
Students aren't allowed to write in the books.	Use removable tools for annotation and graphic organizers for note-taking.
Students can't write small enough to fit the space.	The teacher will be the scribe.
We have limited paper-based texts; we're reading mostly digital texts.	Introduce digital tools for annotating print texts and video texts.

SPIN-OFF SESSION

WRITE BEYOND THE TEXT | Session 3: Synthesize ideas across texts.