

Annotate & note-taking to improve comprehension

Readers actively engage with texts.

Readers document the whispers of their *Thinking Voices*.

- | | |
|--------------------------------------|--|
| <p><i>Read with a purpose.</i></p> | <ul style="list-style-type: none"> • Support during-reading comprehension. • Prepare for after-reading tasks. |
| <p><i>Read with pen in hand.</i></p> | <ul style="list-style-type: none"> • Recognize the limitations of reader tools. • Harness the power of reader tools. |

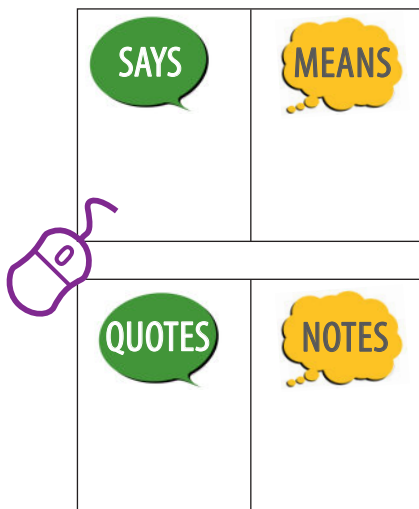


Introduce the purpose of annotation.

Readers put their thinking adjacent to the author's ideas.

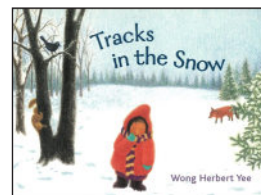
NOTE-TAKING LIFT INFORMATION OUT OF THE TEXT

Take notes on a universal graphic organizer.



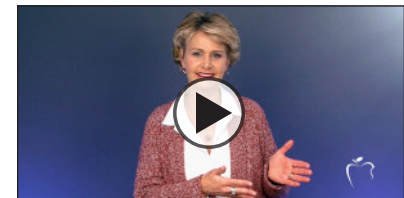
ANNOTATION MARK INFORMATION WITHIN THE TEXT

AnNOTEtate



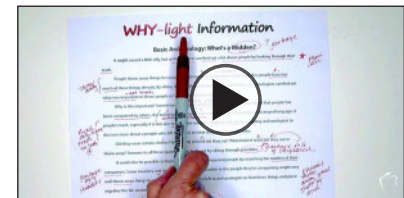
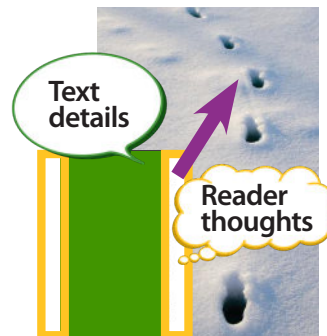
Track thoughts within the margins.

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



Return to annotations after reading.

Move from highlighting to *why-lighting*.



Go beyond highlighting—expect *why-lighting*.



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*.

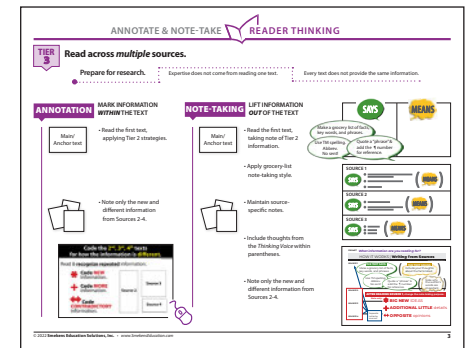
- Mark specific details and note how they are related to the main idea(s).
- Identify essential vocabulary. Explain how it relates to the main idea(s).
- Draw arrows to show connections among ideas (e.g., reasons, examples, steps, events, people, etc.). Label each connection.
- Number information to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

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

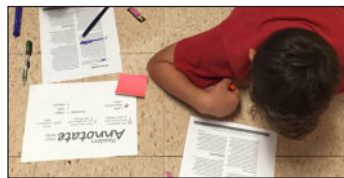
- wikki stix
- sticky flags
- sticky notes— real & virtual
- highlighters— real & virtual
- markers
- colored pencils
- highlighter tape

MARKS & SYMBOLS

- highlight
- underline
- circle
- box
- brackets
- numbers
- arrows
- asterisks



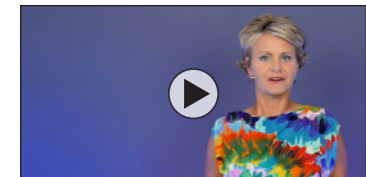
SECRET SITE RESOURCES



Simplify annotation with marks, codes, & abbreviations.



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



Mark new and contradictory information.



TIER 3

Read across *multiple* sources.

Prepare for research.

Expertise does not come from reading one text.

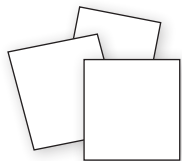
Every text does not provide the same information.

ANNOTATION

MARK INFORMATION *WITHIN* THE TEXT

Main/
Anchor text

- Read the first text, applying Tier 2 strategies.



- Note only the new and different information from Sources 2-4.

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

Read & **recognize repeated** information.

- Code NEW** information.
- Code MORE** information.
- Code CONTRADICTIONARY** information.

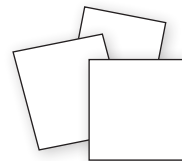
	Source 2	Source 3
		Source 4

NOTE-TAKING

LIFT INFORMATION *OUT* OF THE TEXT

Main/
Anchor text

- Read the first text, taking note of Tier 2 information.

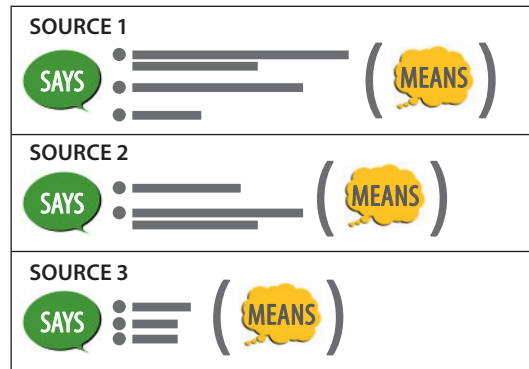


- Apply grocery-list note-taking style.
- Maintain source-specific notes.
- Include thoughts from the *Thinking Voice* within parentheses.
- Note only the new and different information from Sources 2-4.

SAYS

MEANS

- Make a grocery list of facts, key words, and phrases.
- Use TM spelling. Abbrev. No sent!
- Quote a "phrase" & add the ¶ number for reference.



PROMPT *What information are you reading for?*

HOW IT WORKS | Writing from Sources

SOURCE 1

- THE TEXT SAYS**: Make a grocery list of facts, key words, and phrases.
- THE TEXT MEANS**: Include your thoughts about the facts listed.

SOURCE 2

- Use TM spelling. Abbrev. No sent!
- Quote a "phrase" & add the ¶ number for reference.
- Note why the author's words are important.

AFTER READING SOURCE 1, change the note-taking purpose.

Note only: **BIG NEW IDEAS**

ADDITIONAL LITTLE details

OPPOSITE opinions

Separate notes by sources.



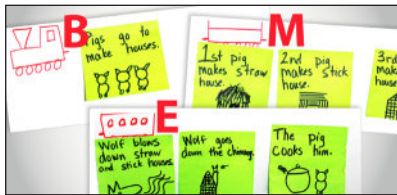
Vary levels of support.



SECRET SITE RESOURCES



What annotation expectations should I have for struggling readers?



Expose K-2 readers to annotation strategies.

TIER 1

Summarize one text.

TIER 2

Make connections *within one text.*

TIER 3

Make connections *across multiple texts.*

OBSTACLES

SOLUTIONS

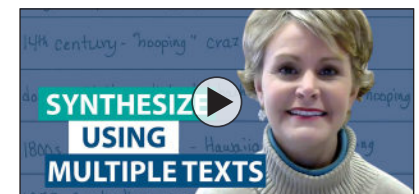
- Students mark everything! ● Emphasize marking words and phrases only.
- Students aren't allowed to write in the books. ● Use removable tools for annotation and graphic organizers for note-taking.
- Students can't write small enough to fit the space. ● The teacher will be the scribe.
- We have limited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



SECRET SITE RESOURCES



Organize information collected from sources.



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



SPIN-OFF SESSION

TEXT-BASED RESPONSES | Session 4
Extended responses