Text Annotation: Informational Reading Strategy

**Summary**
Reading, analyzing, and evaluating informational text is a challenge for students. Here are some strategies for helping students complete close reading.

**Main Core Tie**
English Language Arts Grade 9-10  
*Reading: Informational Text Standard 2*

**Additional Core Ties**
English Language Arts Grade 9-10  
*Reading: Informational Text Standard 3*  
*Reading: Informational Text Standard 4*  
*Reading: Informational Text Standard 5*  
*Reading: Informational Text Standard 6*

**Time Frame**
2 class periods of 45 minutes each

**Life Skills**
Thinking & Reasoning, Communication, Social & Civic Responsibility

**Materials**
- Informational reading pieces (newspaper articles, expository essays, textbook)  
- Colored pens or pencils  
- Reading With Your Pen (see attachments)

**Background for Teachers**
Text Annotation can be used in any content area where students need to read and comprehend written material.  
Use annotated articles as springboard for:  
- Class discussions  
- Analysis and evaluation  
- Quiz and test reviews  
- Preparation for class debates or Socratic Seminars

**Intended Learning Outcomes**
Text Annotation is a reading strategy that requires students to write as they read. While reading, students mark the pages for:  
- Important information  
- Text meaning or key details  
- Ideas and questions
Instructional Procedures
Model this close reading strategy with students before assigning individual reading.

Students are individually assigned a text to read.
DO NOT review the text with students other than to introduce the topic to be read or to set the purpose for reading.
Students use the "Reading Pen" palette to annotate text while reading
After reading, students can discuss, review, analyze, evaluate, critique, be quizzed or tested on the material.
The more students practice using annotation, the more automatic and precise they become as critical readers.
Eventually, students become more competent readers if they write while they read.
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Strategies for Diverse Learners
Select articles with varying difficulty levels on the same topic to help struggling readers.

Extensions
Use annotated articles as springboard for:
Class discussions
Analysis and evaluation
Quiz and test reviews
Preparation for class debates or Socratic Seminars
In Fine Arts: teach students to analyze, evaluate and critique pieces using annotation

Assessment Plan
Assessment is determined by teacher based on annotation, quizzes for understanding of material that was assigned.

Bibliography

Authors
KIM RATHKE