

# 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](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 4](#)

English Language Arts Grade 9-10

[Reading: Informational Text Standard 5](#)

English Language Arts Grade 9-10

[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

Gallagher, Kelly. Readicide: How Schools Are Killing Reading and What You Can Do About It.

Portland: Stenhouse, 2009. Daniels, Harvey, Nancy Steinke. Texts and Lessons for Content-Area Reading. Heinemann: Portsmouth, 2011.

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