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*Sincerely,
Karen Haag*

ANNOTATE

From Cris Tovani I learned that readers annotate or code for different purposes depending on the content. Part of what she shared is in the boxes below.

- Depending on what content students read, invent codes for marking texts to match purposes. Coding forces readers to analyze each idea intentionally.
- Create opportunities for readers to pay attention to their “inner voices.” They should pinpoint what they’re thinking before, during, and after the reading. They might record their thinking in double entry journals: quote or summarize in the left-hand column and explain thinking in the right.
- Students will need to talk about what they discovered. Ask students to compare annotations with partners. Find similarities and explain differences.
- Finally, students might record final thinking independently and defend thinking with evidence.

Annotating: “Knowing what to write when annotating gives the reader purpose and helps the reader determine what’s important (Tovani, 2006).”

Annotating Text in Social Studies: In addition to recording questions, connections that help you understand information, thinking that is new to you, and *opinions*, record...

- *Who* – Who are the most important people in the selection? Why are they important?
- *What* – Determine the events that are important, why they are important, and the conditions that made the events important.
- *When* – When did the event occur? What was happening at that time? Has the issue resurfaced or might it resurface?
- *Where* – Pinpoint where, whether the geography is significant, when it happened and/or if other significant events have happened in the same place.

Annotating Text in Science: In addition to recording questions, connections that help you understand information, thinking that is new to you, and *hypotheses*, record...

- *Your analysis of the diagrams and data* – the significance, the surprises, the processes that are clear and unclear, and how the graphic works.
- *What* – the significance of the process and the conditions that make the event possible.
- *Your analogy* – Think of a comparison that helps you understand the process.
- *Where* – Pinpoint where in nature or the body the action is happening, and/or pinpoint whether there are similar events in other places that relate.

Annotating Fiction: Besides recording connections to other texts and personal experiences, which help the reader understand the text, questions, opinions and ones’ *emotional response*, record...

- *Action* – What’s happening? Who is involved in the conflict? Has a character changed as a result of the struggle?
- *Who* – identify the protagonist and the antagonist, how the other characters fit the plot, and what purposes each serves.
- *Literary Elements* – Analyze how the author uses literary elements to convey meaning.
- *Where and When* – Pinpoint the setting and how the characters respond to the setting. Consider whether the setting could be considered a character.

Adapted from Cris Tovani’s 2006 work by Karen Haag

Below you will find direction cards for students’ reading notebooks:

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2. Share with one another. Compare annotations with partners. Find similarities and explain differences.
3. Finally, students record final thinking independently and defend thinking with evidence.

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