I. How to Facilitate Annotation Resource

II. References
## How to Facilitate Annotation

### Prepare to Annotate

1. Select a text to annotate.

2. Explain why you’re having students annotate. Some possible reasons are:
   - You anticipate the text will pose some challenges for them, and you want them to annotate as a way of reading actively and recording their thinking.
   - You want students to use annotation to practice a recently taught skill (e.g. asking questions, connecting to background knowledge, making inferences).
   - You want them to practice the skill of annotation so they can apply it to texts they’ll read later.

### Model How to Annotate


1. “Think aloud” as you read.

2. Explain when and why to pause.
   - Examples:
     - Pause when a question about the text enters your mind.
     - Pause when you come across an unfamiliar word.
     - Pause when you encounter something in the text that reminds you of something from your background knowledge.

3. Show how to write down your thinking.
   - Examples:
     - Underline or highlight the lines of text that led to a question or connection, then write down the question or connection in the margin.
     - Circle an unfamiliar word, use context clues to infer its meaning, then write down your guess in the margin.

### Monitor Student Practice

(Brown, 2004; Fisher & Frey, 2014; McLaughlin, 2012)

1. Invite students to read the text alone or with a partner, pausing periodically to annotate their thinking (possibly using symbols, underlining, circling, and then writing in the margins).

2. Examine their annotations and ask yourself this question: What do these annotations tell me about what the student’s mind is doing as he or she reads?
   - Ask a question for clarification if the annotation is not clear.
   - Build on the annotation and encourage the student to refer back to the text for evidence.
     For example: Can you show me what line of text caused you to ask this question?
   - Resist creating the annotations for the student or allowing him or her to opt out.
## Prepare to Annotate

**Grade/Subject:** 4th grade, Language Arts  
**Essential question:** How do writers capture a reader’s imagination?  
**Standards:** CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  
**Objectives:**  
- Examine the author’s use of characterization.  
- Identify the traits, motivations, and actions of major characters.  
**Purpose for reading/what to annotate for:**  
- To ask questions and make comments about the characters.  
- To make inferences about the characters based on how they are described.  
**Selected text:** Peter Pan & Wendy (Barrie, 1911)

## Model How to Annotate

During the first reading, while referring to a specific line of text – *Peter, you see, just said anything that came into his head.* – I might ask, “Why does Peter Pan seem so childish?” or I may comment, “I’m not sure I would be able to trust what Peter says.”  

Each time I annotate, I will model the use of marking symbols along with my annotations. I will intentionally give 1-2 strong examples during each reading. Then, I’ll invite students to share their thoughts and observations. This entire process should be brief - approximately 10 minutes.

## Monitor Practice

I’ll give each student a hard copy of the first two pages of Chapter 4 to read with a partner. As they read and annotate, I will offer coaching based on what I observe in their annotations. I will check that they are following directions, connecting to the text, asking questions, making comments and/or making inferences.

## Extend Meaning

**Extend the meaning of student annotations:**  
After students have made several annotations, I will have them discuss their findings with a classmate. This will be a partner activity. Here are some possible sentence starters I will provide:  
- In line ________, I asked/commented ________ because ________.  
- If I could be any of the characters in the story, I would be ________ because I can relate to what he/she did when it says ________. This is because ________.  

Sample Illustration of the Annotation Process – ELA:

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<td>1. Ask questions for closure:</td>
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  - How do your annotations compare to your peer?  
  - Based on your annotations, what’s one reaction you had to the text? |
| 2. Offer additional activities: |  
  - Facilitate a discussion.  
  - Invite students to use their annotations to write a reflection, reaction, or argument. |
Annotation as an Interactive Reading Strategy

References


