

Annotations

Wisconsin State Standards Strand

Reading:
Informational Texts
- Craft and
Structure

Grade Level
6-12

Purpose
Use with students
to support
comprehension:
read for multiple
purposes

When to Use
During Reading

Grouping
Whole Group
Small Group
Partners
Individuals

ABOUT THE STRATEGY

ANNOTATIONS is a strategy that improves comprehension through students' interactions with the texts while reading. Students write down what they are thinking as they are reading. Annotations go beyond highlighting because students record what they are thinking and the why behind their thinking within the text, which leads them a deeper understanding of the text. Annotations are made during reading.

IMPLEMENTATION OF THE STRATEGY

- Select a short text or a portion of a longer text worthy of reading and rereading.
- Think aloud through a portion of the text and jot connections, questions, important information, and inference in the margins.
- Engage students in the process by reading a portion of the text and having students jot their thoughts in the margin. Encourage them to talk to a partner and discuss their thinking.
- Have students read the rest of the text in collaborative groups, reading and annotating together.
- Note: Text coding can be used along with annotations. If so, share a few meaningful text codes – a * for important information, a ? for a question, and so forth – but remember, annotating is about interacting with the text, not creating an elaborate coding system. If you decide to use text codes, create an anchor chart of the various text codes that you and your students selected.

MEASURING PROGRESS

- Teacher observation
- Conferring
- Student annotations

RESEARCH

Harvey, S. and Daniels, H. (2009). *Comprehension and collaboration*. Portsmouth, NH: Heinemann.

