

MARKING THE TEXT: Fiction

Step #1: Number the Paragraphs

Scan the text and box words that are unfamiliar or confusing to you.

Step # 2: Circle Descriptive words and Names of Important People, Places, and Things

You might circle:

- Vivid Language
- Names of Characters
- Names of Settings
- Key Vocabulary words
- Diction

Step #3: Underline Descriptions, Figurative Language, or other Information Relevant to the Reading Purpose

You might underline:

- Analogies
- Literary Devices
- Characterization
- Dialogue
- Imagery
- Context Clues
- Descriptions

MARKING THE TEXT: Non-Fiction

Step #1: Number the Paragraphs

Scan the text and box words that are unfamiliar or confusing to you.

Step # 2: Circle Key Terms

In order to determine a key term, ask yourself, is the word or phrase...

- repeated?
- defined by the author?
- used to explain or represent an idea?
- used in an original or unique way?
- a central concept or idea?
- relevant to one's reading purpose?

Step #3: Underline the Essential/ Important Ideas

You might underline:

- Main ideas
- Evidence
- Facts
- Descriptions
- Explanations
- Definitions

WRITING IN THE MARGINS

VISUALIZE

- what does this look like?
- How can I draw this?
- what visual/symbol represents this idea?

SUMMARIZE

- State what the paragraph/section is about in your own words
- Describe what the author is doing.
- Account for key terms and ideas.

CLARIFY

- Define key terms.
- Analyze or connect ideas in the text.
- Paraphrase or summarize ideas.

CONNECT

- How does this relate to me?
- How does this relate to other ideas in the text?
- How does this relate to another text I've read?
- How does this relate to the world?

RESPOND

Respond to:

- An interesting idea
- An emotional statement
- A disturbing or inspirational statement
- Author's claim(s)
- Facts, data, or other information that supports a claim

QUESTION

- who...?
- what...?
- when...?
- where...?
- How...?
- why...?

MARKING THE TEXT

FICTION

Step #1:

Number the Paragraphs

Scan the text and box words that are unfamiliar or confusing to you.

Step # 2:

Circle Descriptive words and Names of Important People, Places, and Things

You might circle:

- Vivid Language
- Names of Characters
- Names of Settings
- Key vocabulary words
- Diction

Step #3:

Underline Descriptions, Figurative Language, or other Information Relevant to the Reading Purpose

You might underline:

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- Literary Devices
- Characterization
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NON-FICTION

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WRITING IN THE MARGINS

<p style="text-align: center;"><u>VISUALIZE</u></p> <ul style="list-style-type: none"> • What does this look like? • How can I draw this? • What visual/symbol represents this idea? 	<p style="text-align: center;"><u>SUMMARIZE</u></p> <ul style="list-style-type: none"> • State what the paragraph/ section is about in your own words • Describe what the author is doing. • Account for key terms and ideas.
<p style="text-align: center;"><u>CLARIFY</u></p> <ul style="list-style-type: none"> • Define key terms. • Analyze or connect ideas in the text. • Paraphrase or summarize ideas. 	<p style="text-align: center;"><u>CONNECT</u></p> <ul style="list-style-type: none"> • How does this relate to me? • How does this relate to other ideas in the text? • How does this relate to another text I've read? • How does this relate to the world?
<p>Respond to:</p> <p style="text-align: center;"><u>RESPOND</u></p> <ul style="list-style-type: none"> • An interesting idea • An emotional statement • A disturbing or inspirational statement • Author's claim(s) • Facts, data, or other information that supports a claim 	<p style="text-align: center;"><u>QUESTION</u></p> <ul style="list-style-type: none"> • who...? • what...? • when...? • where...? • How...? • why...?

ANNOTATION RUBRIC

4	<ul style="list-style-type: none"> <input type="checkbox"/> Text has been thoroughly annotated with meaningful questions, comments, observations, and/or reflections of the content as well as the writing style; variety of topics annotated for discussion; variety of stylistic devices annotated <input type="checkbox"/> Annotations demonstrate thorough analysis and interpretation - thinking well beyond the surface level of the text <input type="checkbox"/> Thoughtful connections made to other texts or to other events throughout the text <input type="checkbox"/> Annotations accomplish a great variety of purposes <input type="checkbox"/> Consistent annotations throughout the text (not bunched)
3	<ul style="list-style-type: none"> <input type="checkbox"/> Text has been annotated reasonably well with questions, comments, observations, and/or reflections of the content as well as the writing style <input type="checkbox"/> Annotations demonstrate some analysis and interpretation - thinking somewhat beyond the surface level of the text <input type="checkbox"/> Attempts at making connections are made <input type="checkbox"/> Annotations accomplish some variety in purpose <input type="checkbox"/> Some lapses in annotations exist or annotations are bunched
2	<ul style="list-style-type: none"> <input type="checkbox"/> Text has been briefly annotated with questions, comments, observations, and/or reflections of the content or the writing style <input type="checkbox"/> Annotations remain mostly at the surface level and/or suggest thought in specific sections of the text rather than throughout <input type="checkbox"/> No attempts at making connections are made <input type="checkbox"/> Annotations appear sporadic
1	<ul style="list-style-type: none"> <input type="checkbox"/> Annotations show a minimal amount of effort, understanding, or active reading <input type="checkbox"/> Annotations look exactly like those of a neighbor or few to no annotations at all <input type="checkbox"/> Annotations would not be helpful to a reader who needs to recall the information

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