

# Annotations

## Common Core State Standards Strand

Reading: Literature and Informational Texts

- Craft and Structure
- Range of Reading and Text Complexity

## Grade Level

K-12

## Purpose

Use with students to support comprehension: read for multiple purposes

## When to Use

During Reading

## Grouping

Whole Group  
Small Group  
Partners

## 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 self-assessment
- Student annotations

## RESEARCH

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

