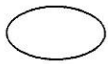


## Annotation

When you annotate an article or book, you are interacting with the writer and with what he or she has written. As a reader annotates, he or she reads more deeply and extends their understanding for a longer period of time. When you return to your annotated text, story, or article, you will recall the personal “discussion” you had with the writer as you read. Students who annotate are better equipped to bring good questions and comments to a class discussion.

### Annotation Guide:



Circle unknown vocabulary words. You may discover their meaning as you read on, or you may have to look them up later.



Underline or highlight a section of text you don't understand. Put a question mark (?) in the margin outside the section that is unclear. It may be helpful to write a brief question (ie. "Where did he go?" "Why did she do that?") if you have room.



Underline or highlight information that surprises you or teaches you something new. Put an exclamation mark in the margin. It may be helpful to write a brief phrase or sentence about this information.



Use an up arrow or happy face to indicate your agreement with a writer's position or choice. It's always helpful to write why you agree with what the author has written.



Use a down arrow or unhappy face to show your disagreement or displeasure with an author's position or choice. Why do you disagree?



Put a star next to the sentence, paragraph, or section that you believe gives the author's main idea.

### Sum it up:

Your teacher may give you specific directions about what to write at the end of a chapter, article, or section. For example:

“At the end of the article, write a 1-2 sentence summary of the writer's position.”

“At the end of the chapter, predict what you think the protagonist will do next.”

“Give each chapter a title.”

If your teacher does not give you specific directions, consider doing one of the activities listed above. You can review these summaries later to help you remember what you've read.