Annotating Text
- Before reading, examine: covers, title and subtitles, illustrations, bold and italics, book setup (novel, short story, diary, dialogue, article, etc.)
- During reading, mark: characters (who), when & where (setting), important or unfamiliar vocabulary, important facts
- Write in the margins: summaries, predictions, opinions, connections, your own questions, writer’s craft and style, reflections – reactions – comments & repetitions
- After reading: re-read your annotations – draw conclusions, re-read the introduction and conclusion – try to figure out something new, examine patterns & repetitions – determine possible meanings, determine what the title means
- Unable to write in the book? Use a two-column dialectical journal (col. 1: information & facts, col. 2: your interpretation) … Use sticky-notes … Often, annotating a shorter passage or an article is more effective

Multiple Reads
1. First Read: Key Ideas and Details: The WHAT.
   - The teacher reads the passage aloud while the students follow along, on-screen or on their handouts
2. Second Read: Author’s Craft: The HOW
   - Close reads : annotation, reading journals, T charts
   - Return to the text for evidence. Teacher reads the passage again while students highlight words and phrases that are important or confusing
3. Third Read: Integration of Ideas: The WHY
   - Why is it important? Compare information from multiple texts – synthesize. How effective was the author’s evidence? Compare/contrast digital and print versions. Inquiry and research. Read a section again as a choral read or pointed reading (teacher reads aloud while students join in on the parts they highlighted)
4. Class conversation and/or writing follows to discuss what was found to be important and why

Tabletop Twitter
- Take a short passage a reading selection and glue it to a large piece of bulletin board paper. The selection you choose is key to getting the most interaction from your students. The selection should be something that evokes emotion or thinking from your students so they will be motivated.
- Students are to read the selection silently once through. Then they read it again silently, thinking from your students thoughts and questions on the background paper.
- Set a timer and there is no talking: only moving around to read what each other writes and responding back to each other. The teacher gets to jump in and write comments or opinions too.

Citing Textual Evidence
Sample question: Could people live on Earth if there were no Sun? Why or why not? Use evidence from the text to support your answer. Explain why conditions on a distant planet like Neptune are so different than those on Earth.
- An example of ____ is ____ because ____.
- ____ is true because the author says ____ on page ____.
- His/her position is clearly stated on page ____ when he/she says ____.
- One can infer ____ because of the sentences/paragraph on page ____ where the author says ____.

Argumentation over Persuasion
<table>
<thead>
<tr>
<th>Argument</th>
<th>Persuasion</th>
<th>Propaganda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover the “truth”</td>
<td>Promote an opinion on a particular position that is rooted in truth</td>
<td>Offer “political advertising” for a particular position that may distort the truth or include false information</td>
</tr>
<tr>
<td>Offers good reasoning and evidence to persuade an audience to accept a “truth”</td>
<td>Uses personal, emotional, or moral appeal to convince an audience to adopt a particular point of view</td>
<td>Relies on emotions and values to persuade an audience to accept a particular position</td>
</tr>
<tr>
<td>Considers other perspectives on the issue</td>
<td>May consider other perspectives on the issue</td>
<td>Focuses on its own message, without considering other positions</td>
</tr>
<tr>
<td>Offers facts that support the reasons (evidence)</td>
<td>Blends facts and emotion to make its case, relying often on opinion</td>
<td>Relies on biases and assumptions and my distort or alter evidence to make the case</td>
</tr>
<tr>
<td>Predicts and evaluates the consequences of accepting the argument</td>
<td>May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion</td>
<td>Ignores the consequences of accepting a particular position</td>
</tr>
</tbody>
</table>

- Writing an Argumentation Thesis Statement in 3 Steps
  - Continue with a debatable phrase: does… does not… should… should not… highlights… ignores …
  - Explain the significance: , proving that…. , resulting in… , making us doubt… , reminding us that…

Summarization: Someone-wanted-but-so

Close Reading
1. Read with a pencil in hand, and annotate the text.
2. Look for patterns in the things you’ve noticed about the text—repetitions, contradictions, similarities.
3. Ask questions about the patterns you’ve noticed—especially how and why.
I. First Impressions:
What is the first thing you notice about the passage? What is the second thing? Do the two things you noticed complement each other? Or contradict each other? What mood does the passage create in you? Why?

II. Vocabulary and Diction:
Which words do you notice first? Why? What is noteworthy about this diction? How do the important words relate to one another? Do any words seem oddly used to you? Why? Do any words have double meanings? Do they have extra connotations? Look up any unfamiliar words. For a pre-20th century text, look in the Oxford English Dictionary for possible outdated meanings. (The OED can only be accessed by students with a subscription or from a library computer that has a subscription. Otherwise, you should find a copy in the local library.)

III. Discerning Patterns:
Does an image here remind you of an image elsewhere in the book? Where? What's the connection? How might this image fit into the pattern of the book as a whole? Could this passage symbolize the entire work? Could this passage serve as a microcosm--a little picture--of what's taking place in the whole work? What is the sentence rhythm like? Short and choppy? Long and flowing? Does it build on itself or stay at an even pace? What is the style like? Look at the punctuation. Is there anything unusual about it? Is there any repetition within the passage? What is the effect of that repetition? How many types of writing are in the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.) Can you identify paradoxes in the author's thought or subject? What is left out or kept silent? What would you expect the author to talk about that the author avoided?

IV. Point of View and Characterization:
How does the passage make us react or think about any characters or events within the narrative? Are there colors, sounds, physical description that appeals to the senses? Does this imagery form a pattern? Why might the author have chosen that color, sound or physical description? Who speaks in the passage? To whom does he or she speak? Does the narrator have a limited or partial point of view? Or does the narrator appear to be omniscient, and he knows things the characters couldn't possibly know? (For example, omniscient narrators might mention future historical events, events taking place “off stage,” the thoughts and feelings of multiple characters, and so on).

V. Symbolism:
Are there metaphors? What kinds? Is there one controlling metaphor? If not, how many different metaphors are there, and in what order do they occur? How might that be significant? How might objects represent something else? Do any of the objects, colors, animals, or plants appearing in the passage have traditional connotations or meaning? What about religious or biblical significance? If there are multiple symbols in the work, could we read the entire passage as having allegorical meaning beyond the literal level?

Engaged, Observant, Responsive, Questioning, and Analytical Reading

Notice & Note: Strategies for Close Reading (Beers & Probst)

- Contrasts and Contradictions
  - A sharp contrast between what we would expect and what we observe the character doing, behavior that contradicts previous behavior or well-established patterns.
  - A character behaves or things in a way we don’t expect, or an element of a setting is something we would note expect.
  - Why would this character act or feel this way?

- A-ha Moment
  - A character’s realization of something that shifts his actions or understanding of himself, others, or the world around him.
  - How might this change things?
  - Phrases, usually expressing suddenness, such as “Suddenly, I understood ...” “It came to me in a flash that ...” “The realization hit me like a lightning bolt ...” “In an instant I knew ...”

- Tough Questions
  - Questions a character raises that reveal his or her inner struggles.
  - What does this question make me wonder about?
  - Phrases expressing serious doubt or confusion: “What could I possibly do to ...” “I couldn’t imagine how I could cope with ...” “How could I ever understand why she ...” “Never had I been so confused about ...”

- Words of the Wiser
  - The advice or insight a wiser character, who is usually older, offers about life to the main character.
  - What’s the life lesson and how might it affect the character?
  - The main character and another are usually off by themselves, in a quiet, serious moment, and the wiser figure shares his wisdom or advice in an effort to help the main character with a problem or decision.

- Again and Again
  - Events, images, or particular words that recur over a portion of the novel.
  - Why might the author bring this up again and again?
  - A word is repeated, sometimes used in an odd way, over and over in the story. An image reappears several times during the course of the book.

- Memory Moment – Flashback
  - A recollection by a character that interrupts the forward progress of the story.
  - Why might this memory be important?
  - The ongoing flow of the narrative is interrupted by a memory that comes to the character, often taking several paragraphs to recount before we are returned to events of the present moment.