

## Week 2 Annotation Guide

**Directions:** As you read each text, use the annotation guide to help you actively engage with the reading. The annotation guide specifies what to look for, but you are not limited to only these annotations. If you notice something interesting, confusing, surprising, or important, you should mark it and write a note explaining your thinking. Your annotations should show that you are actively thinking about the text while you read.

### Malcolm X – “Learning to Read”

Rhetorical Mode: Narrative Process Analysis (Memoir explaining the process of self-education)

- 1. Locate** the sentence that best represents the main idea or thesis of the essay. Mark it with a T.
- 2. Circle** difficult and/or unfamiliar vocabulary. Example: vocabulary about prison and academic or historical terms. Research the simplest definition of each word and write it in the margin.
- 3. Track Malcolm X’s Learning Process:** This essay follows a process structure describing how Malcolm X taught himself to read. As you read, number the steps of his learning process in the margin.
- 4. Identify Tone:** Underline language that reveals Malcolm X’s attitude toward education and reading.
- 5. Mark Important Moments:** Put a ★ star next to sentences that show turning points in Malcolm X’s life. Label each stage in the margin (e.g., copying dictionary, memorization, reading in prison).
- 6. Confusion:** Put a ? near any parts of the text you found confusing.
- 7. Make a Personal Connection:** Put T2S (Text-to-self) next to parts of the text that connect to your own life.
- 8. Make a Connection to the World:** Put T2W (Text-to-world) next to parts of the text that connect to something in society past or present.

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### **Dan Slater – “My Strangled Speech”**

Rhetorical Mode: Personal Process Narrative

**1: Locate** the sentence(s) that expresses the author’s main idea or thesis about speech and communication. Mark it with a T.

**2. Circle** difficult and/or unfamiliar vocabulary. Example: speech, communication, and emotions. Research the simplest definition of each word and write it in the margin.

**3. Underline** sentences that describe the author’s difficulty with speaking.

Consider the following:

- What specific situations create anxiety?
- How does this challenge affect the author’s life?

**4. Identify** emotional language: Put ! next to parts of the text that reveals strong emotions (e.g. frustration, embarrassment, determination).

**5. Mark the Turning Point:** Put ★ next to the moment when something changes or improves.

Ask yourself: When does the author begin to overcome his problem?

**6. Identify the Author’s Struggle:** Underline sections that describe the author’s difficulty speaking.

Consider the following:

- What specific situations create anxiety?
- How does this challenge affect the author’s life?