

Introduction to Annotation McGee

One of our important standards is reading improvement. “Students use the reading process to demonstrate understanding of literary and informational texts.” Benchmark 1: Students use the reading process to apply a variety of comprehension strategies before, during, and after reading. Benchmark 2: Students demonstrate an understanding of literary texts. Benchmark 3: Students demonstrate an understanding of informational texts.

Annotations are divided up into three parts: 1. Pre-class notes taken in red ink; 2. In-class notes taken in blue or black ink; 3. Post-class notes or exam prep.

Any time we meet a written text we will have a three level approach to our reading. We will actually talk about these as a level one read, a level two A and B read, and a level three A and B read. As we read the text we will practice note-taking or annotation, by writing down the notes for each of the three levels of reading. Please be sure your reading notes or your annotations conform to the following guide: (All pre-class annotations must be hand written and you can just use a numbering system to show the different levels... if annotations are handed in they will be receive points on your T.E.S.T. sheet)

Log in: provide the date the text is due for discussion as well as the title of the text and the author, the type of text it is, (story, poem, etc.), and the full pages of the text. (Remember to always put your name and class period at the top of each page so if you have to hand in your annotations McGee can know they are yours)

1. What does the text say?

In this paragraph or bullet outline you will simply report what actually happens or what information is related in the text. If the text is a short story or play, you will list all the characters in the story and briefly describe the plot line. If the text is a poem then briefly describe what the lines of poetry say. Think of this level of reading as a way to show McGee that you actually did the reading.

2. What does this text mean?

A. In this paragraph or bullet outline you will consider major themes and messages of the text. What point do you think the author is trying to make? It is a good idea to always look for at least three themes or messages in each text.

B. In this paragraph you will consider the rhetorical devices used in the text. You will want to think about what literary techniques are used by the author to achieve his or her purpose. You can always refer in your textbook to the information that is provided in green as the Literary Analysis activity. You will find the activity always at the conclusion of the reading.

3. How does this text relate?

A. In this paragraph or bullet outline you will consider the ways this text relates to other texts you have read or viewed. Start with the texts that are a part of the current unit in your literature text. Remember to consider movies and TV shows you have seen.

B. In this paragraph or bullet outline you will consider the ways you can relate to this text on a personal level. This is the most important level of reading for your learning and so you want to give good energies to this level of reading. Consider ways that you have been in a similar situation or felt similar emotions as those expressed by the author. You can agree or disagree with a position the author is taking. Your textbook offers a “connect to life” activity which might give you some ideas for help in this section. McGee does not accept the idea that you cannot relate to certain texts. The hard work of reading is to find some way to relate to every text we meet.

In-class notes are taken in blue or black ink and you look for ‘match information’... stuff McGee points out that you have already written down in your annotations, as well as ‘new information’.