*English Instructional Plan – The Power of Annotating: A Better Comprehension Strategy Grades 3-5*

**Primary Strand: Reading 3.4-3.6; 4.4-4.6; 5.4-5.6**

**Integrated Strand/s: Communication and Multimodal Literacies, Writing 3.1, 3.8, 4.1, 4.7, 5.1, 5.7**

**Essential Understanding:**

All students should:

* demonstrate the ability to annotate a text
* create and respond to discussion questions about a text
* show comprehension of fictional and nonfictional texts through their annotations.

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* mark the text with annotations as they read (If the text cannot be marked, use sticky notes)
* identify details
* develop questions about what they are reading
* make connections
* make predictions/inferences

**Primary SOL:**

3.4-3.6, 4.4-4.6, 5.4-5.6 Read and demonstrate comprehension of fictional and nonfictional texts

**Reinforced (Related Standard) SOL:**

3.6c. Preview and use text features, including table of contents, headings, pictures, captions, maps, indices, and charts

 f. Summarize information found in nonfiction texts.

3.8c, 4.7d, 5.7c Use a variety of prewriting strategies..

4.6a, 5.6 a,d Use text features such as type, headings, and graphics to predict and categorize information.

d. Summarize supporting details.

**Academic Background/Language:**

The main idea relates to the comprehension of text.

## Materials

* Nonfiction/Fictional text to display and distribute such as: “The Clever Rabbit” <https://www.commonlit.org/en/texts/the-clever-rabbit>
* Highlighters & pencils
* Post-it notes (optional)

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduce the lesson by asking students if they are familiar with the word *annotation*. If students know the meaning, proceed to #2. If students are unfamiliar, explain that annotating is when readers make notes and flag or highlight important details while they read to improve their understanding of the text.
2. Begin by introducing students to the marks you want them to use to annotate their text. (for example marks for: questioning, inferencing, predicting, and highlighting vocabulary)
3. Model a read-aloud using the annotation marks with a story that students will have plenty of access to, either from similar content they’ve studied in class, or from familiar stories they’ve heard/read.
4. As you read through the text, verbalize what you are thinking using the annotation marks you introduced in step 2.
5. Invite students to share their own annotations for you to include in the text. (note: steps 1-5 may take a couple days for students to feel comfortable with annotations)
6. As students gain confidence with making their own annotations aloud, have them practice in a small group with a different text. Discussion is key, so make sure students have time to share with the class what annotations they used and why. (This step may take several days in itself to help students understand and feel comfortable with annotations)
7. Pass out copies of “The Clever Rabbit” to all students and have them read the text carefully while making annotations either on post-it notes or on the margins of the text. Encourage students to make connections (Text to Self, Text to Text, or Text to World), make predictions, and highlight any unfamiliar words.
8. While students are working independently, walk around the room and monitor student engagement. For struggling readers’ first attempt at reading and annotating this new text, have them focus on one skill (for example highlighting words they are unfamiliar with) or focus on annotating one paragraph only.
9. After reading “The Clever Rabbit”, have students reflect on their annotations. Ask them what words they highlighted and go over vocabulary skills (context clues etc.) and meanings. Ask them what other marks they made and why. Discussion is key and gives students ownership to their understanding.
10. Once students feel comfortable with annotating small sections of text, they can start annotating larger texts such as novels, text books, and class notes using the margins or post-it notes.

**Assessment (Diagnostic, Formative, Summative)**

* Monitor student responses (oral and written) during and after the lesson. Reteach as necessary.
* Students may use sticky notes to label their annotations during small group or independent reading.
* Monitor student engagement and participation throughout the lessons.

**Writing Connections:**

* Students can reflect on their use of annotation and how it helps their understanding of the text.
* Students can create questions they may have had during their reading to ask other students to support understanding.
* Students can choose one of their connections they made to the passage “The Clever Rabbit” and elaborate on that connection.

**Extensions and Connections (for all students)**

* Students may practice summarizing the supporting details by stating the topic, main idea, and facts that support the main idea in their own words.
* Students may use annotations to comprehend their Science and History notes.
* Use the paired texts available on CommonLit, <https://www.commonlit.org/texts/the-clever-rabbit/paired-texts>, to supplement the lesson with common themes, literary devices, and author’s purpose.

**Strategies for Differentiation**

* When starting, use familiar and high interest texts on the student’s independent level.
* Preview the text first and make predictions about the text by looking at any and all text features.
* Highlight repeated words or ideas and see how they relate to the text.
* You may prepare prewritten annotations on post-it notes for students to stick on the sections of their text.
* If students still have trouble identifying the main idea, use smaller samples of texts

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Connection Stems

I have a connection to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 I have a connection to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This reminds me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_