Annotation Matrix

One of the most important skills to acquire in the quest towards independent reading of rich and complex texts is that of annotation. Annotating text (or creating "marginalia") is not an exact science, and as one practices the skill, she will naturally begin to acquire her own strategies for marking up the text to promote understanding and meaning making. Guided annotation prevents students from marking up or highlighting huge areas of text and promotes cognition of their annotation choices and metacognition of their learning through the reading. There is no right or wrong way to annotate, but providing students with specific guidance for their practice promotes collaboration and discussion of key ideas and details, language use, text structures, and comparison of ideas between texts.

This matrix is designed for teachers to use with students who are learning and practicing annotation for mastery of Common Core State Standards in reading informational text. Text annotation should be used in support of speaking, listening, and writing about and with the text under study. **Be sure to provide students with copies of text that are readable and offer plenty of space to create annotations.** Know that this matrix is not designed in a graduated manner. The options are all of equal value and should be matched with the reading and objectives of the teacher. With small group annotation, you may consider enlarging the text a bit and then taping it on the center of a larger piece of paper so that there is ample margin room and so that students sitting on all sides of the document have their own space to write.

CCSS College & Career Ready Reading Informational Text Anchor Standards	Options for Annotation *Teachers: You may choose to have students focus on any number of anchor standards (the green row titles) in a reading. After you know which anchor standards will provide your focus in a particular reading assignment, you can either assign individuals or small groups to choose which annotation strategy (options are in the columns) they will complete for each of the standards or you can create your own guide using the strategies you feel are most appropriate for the reading.*		
	A	**B**	**C**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Make a T-chart labeled <u>Facts / Opinions</u>. Fill it in with phrases from the text. Write one sentence at the bottom about a conclusion you can make from this list.	Underline the two most important or convincing pieces of evidence or reasoning in the text. Write two sentences. In one, paraphrase one piece of evidence. In the other, write a sentence that quotes the evidence directly. Don't forget attribution!	Find two areas where you can make an inference or a conclusion (idea not explicitly in the text but supported by the text). Underline the sections and use "!!!" to mark these places. Make a note to the side as to your inference/conclusion.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	At the top of the text, write one sentence beginning with "The main idea is…" Choose the three most important supporting details and number each of those sentences at the beginning with a "1," "2," or "3."	Create a visual representation, flow chart, mind map, or timeline of the main ideas and details of this piece on the back of the text or a separate sheet of paper.	Write a 30-50 word summary of the piece using clarity, specificity, and concision. Include important details.
(There are multiple options in the columns related to this standard. For ease, you could point out that 2B2 is the bottom middle segment and 2C1 is in the middle of the right column.)	Write a one sentence paraphrase of each paragraph. Include evidence in each paraphrase. Write one question about the text.	Circle the claim(s) in the text. Single underline the supporting evidence and double underline the author's reasoning.	Highlight the sentences that best express the author's argument. Cross out all non-essential words, redundancies, and unneeded details. Use what's left to create a paraphrase of the argument.

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3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Create a cause and effect chart based on events or ideas described in the text.	What is the most important idea, individual, or event in this text? Place a square around it. Then, make a list of words/phrases from the text that describes it. Note if the description changes over the text.	Create a graphic organizer to demonstrate the ways in which the main ideas, individuals, and/or events interact over the text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (There are multiple options in the columns related to this standard. See note for Standard 2.)	Determine the tone of the text. Write a one to three word description in the margin (e.g. authoritative, empathetic, militant, weary and disgusted, etc.). Then, draw lines to three clues (words/phrases) in the reading that led you to this understanding.	Find a word or phrase used in this text in a manner other than its most common use. What clues in the text help you understand that this is a different usage? Explain briefly in the margin.	If you were writing about this reading, what words/phrases would be the most important to use (vocabulary, technical language, phrases to quote). Underline your top three choices and mark them with "imp" or with a *. Briefly explain your choices in the margins/on the back.
	Build a rich, complex definition of a word central to the meaning of the text. Highlight every occurrence of the word. Find context clues for this word. Now compose a definition of the word as the author uses it in this particular context.	Highlight at least five important vocabulary words from the text that you will include in your writing. On a separate piece of paper, explain how these words support the author's overall argument or thesis.	Underline words that you do not immediately know the meaning of. Find context clues that assist you in making meaning for these words. Write a synonym for each (as it is used in context) above the word.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	What words and phrases does the author use to structure the text (e.g. as an example, contrary to, differing, evidence of, etc.)? Double circle these words/phrases. Identify the structure in your own words (e.g. linear argument, compare/contrast, narrative to inform information, etc.)	What type of text is this (e.g. article, poem, letter, speech, supreme court case, memo, law, song, etc.)? What text structures does the author use specifically for this type of text (e.g. repetition in a speech, citation of precedent in a case, etc.). Note these with "structure" in the margin.	Ask two questions about this text that you would like answered so that you could better evaluate, corroborate or challenge the author's premise or claims.
6. Assess how point of view or purpose shapes the content and style of a text.	Find loaded language, hyperbole, or descriptions that are highly interesting. In the margin describe why the author used these words.	What are the two most emphasized ideas in this text? Mark each with a +. In the margin briefly describe how this demonstrates author's purpose.	Choose a sentence that clearly demonstrates the author's point of view. In the margin, rewrite the sentence by changing two or more keywords to modify the tone and/or point of view of the piece.

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7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Find a source that relates to this reading (graph, chart, map, letter, video, music, website, work of art, political cartoon, etc.). Explain the relationship in the margin/on back.	Compare the argument or ideas in this reading with another author's perspective. Find one important similarity or difference. Add a short quote from the second document to your margin notes.	What details are emphasized in this account that differ from others? What is left out from this account? Describe in the margin. Name other sources, if this isn't common knowledge.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Use a squiggly line to underline the primary argument. Then, highlight the claims and the evidence and reasoning throughout the reading with different colors. Place a "C," "E," or "R" next to each. Or create a three column chart to identify and record the claims, reasoning and evidence.	On the left hand side of the page, write down the most convincing aspect of the argument. On the right hand side of the page write down least convincing aspect. Explain why you are not quite convinced.	In the margins, write "CC" (for counterclaim). Then, write an appropriate counterclaim and find one piece of evidence to support your idea.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare this document to a secondary source (or primary source) on the same topic. How do the authors' differ in the way they address the topic? Highlight the area that you focus on and briefly describe your ideas next to the highlighted area.	How can you relate the theme of this work to something you have learned previously? Perhaps it is not closely related or it is from a different time period, but you are able to make a connection. Draw a double headed arrow and explain your connection.	Compare this text to the same topic or theme in your textbook. Note three areas of difference in the way the authors handle the topic. Place a question mark (?) next to these areas in the text and write a short quote from the textbook in the margin.
10. Read and comprehend complex literary and informational texts independently and proficiently.	*As this standard represents the primary goal in reading for ALL learners, teacher should strategically employ practices that promote building confidence in annotating complex texts so that they can create the necessary time and space for close reading and promote the growth mind-set necessary for independent practice with complex texts. Productive struggle in small cooperative learning groups provides a perfect starting place for annotation.*		