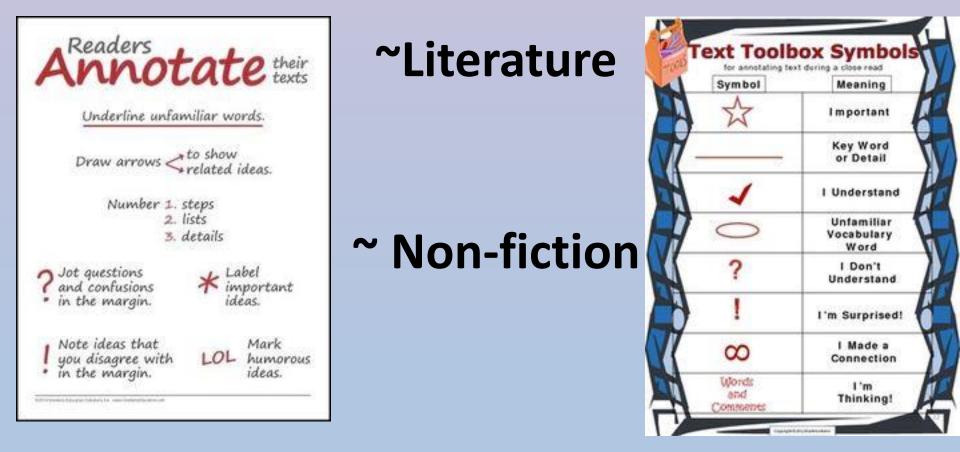
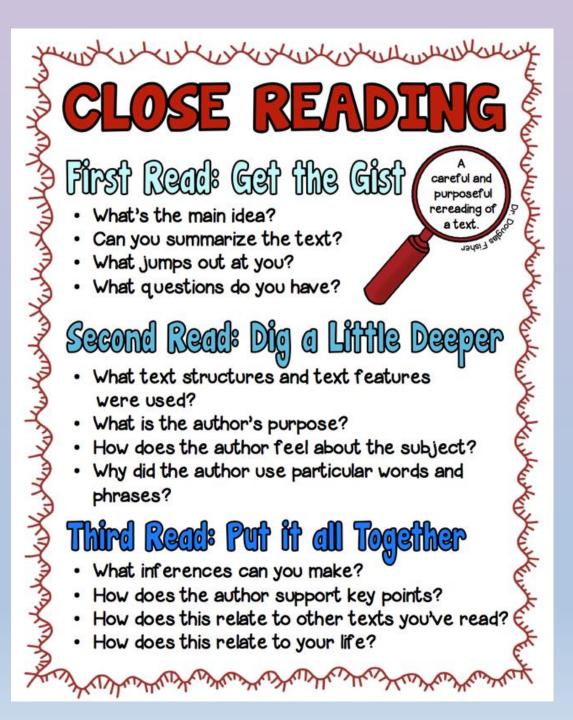
Annotating What We Read



What is annotating?

- Making connections to our reading
- ➢ Interacting with the text as you read
- Getting in deep with the theme, plot, purpose, literary elements and characters
- **Close reading**
- a reading strategy designed to help you focus in on key details in a book, and gather evidence for discussions and assignments



Why do we annotate? ✓ It's easier than constantly taking notes while reading

- ✓ when you get to an important point, you can just put a sticky note on the page and quickly get your thoughts down
- ✓ Makes it easy to go back to important parts of the text later
- ✓ Efficient for assessment and understanding
- ✓ Great skill building for the future!

How do I know when to annoatate? Fictional Reading:

- *****Look for big elements of fiction:
 - *****characterization
 - *conflict

*****literary elements: stereotype, symbol, conflict, etc.

- *****Whenever you have a question about the text
 - the action
 - * characters
 - *plot, etc

make a note so you can answer it later, or hope to find the answer as you read

- Fictional Reading Cont.
- Make predicitons
 - *as the story develops, predict what you think will happen next, or what you think a scene means
- Guide your reading by using writing prompts/major themes developed in class

EX: For the Giver, we focused on character traits and plot, so it would have been important to watch for details showing the traits of a certain character or two of focus as well as key plot points.

How do I annotate?

- In-text : where you literally are writing in the margins of your reading source, be it book, article, photocopy
- Post-it:
 - as you read, you will place a post-it in the book (I'll be showing you exactly what to do) with the required or necessary info.
 - some people color code their post-its:
 - red = conflict and plot

- ** some people just mark the
- yellow = character information page with the post-it & go
- blue = questions and predictions back later to write the info.
- etc.

Active Reading Example

Change Jane Austen

any thing. His behaviour to herself could now have had no tolerable any thing. His behavior deceived with regard to her fortune, or had motive; he had enter over by encouraging the preference which she been gratifying his vanity by encouraging the preference which she been gratifying his taking the shown. Every lingering struggle in his believed she had most incautiously shown. Every lingering struggle in his favour grew fainter and fainter; and in farther justification of Mr. Darcy. favour grew failed allow that Mr. Bingley, when questioned by Jane, had

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"How despicably

on my discernment! I, who have valued myself on my abilities! who have often disdained the generous candour of my sister, and gratified my vanity in useless or blameable distrust. How humiliating is this discovery! Yet, how just a humiliation! Had I been in love, I could not have been more wretchedly blind. But vanity, not love, has been my folly. Pleased with the preference of one, and offended by the neglect of the other, on the very beginning of our acquaintance, I have courted prepossession and ignorance, and driven reason away, where either were concerned. Till this moment I never knew myself."

From herself to Jane-from Jane to Bingley, her thoughts were in a line which soon brought to her recollection that Mr. Darcy's explanation there had appeared very insufficient, and she read it again. Widely different was the effect of a second perusal. How could she deny that credit to his assertions, in one instance, which she had been obliged to

Mange Pride and Prejudice

Page 24

give in the other? He declared himself to have been totally unsuspicious give in the other stachment; and she could not help remembering what of her sister's opinion had always been. Neither could she deny the justice charlotte's opinion of Jane. She felt that Jane's feelings the Charlotte's option of Jane. She felt that Jane's feelings, though fervent, of his description of and that there was a constant courd of his description of the second seco were little manner not often united with great sensibility. when she came to that part of the letter in which her family were S

When she cannot be used to be the charge struck her too for it to for the sense mentioned in terms of such mortifying, yet merited reproach, her sense of shame was severe. The justice of the charge struck her too forcibly for denial, and the circumstances to which he particularly alluded as having dental, and the Netherfield ball, and as confirming all his first disapprobapassed and not have made a stronger impression on his mind than on

hers. The compliment to herself and her sister was not unfelt. It soothed, but it could not console her for the contempt which had thus been self-Sattracted by the rest of her family; and as she considered that Jane's 14 disappointment had in fact been the work of her nearest relations, and reflected how materially the credit of both must be hurt by such impropriety of conduct, she felt depressed beyond anything she had ever known before.

After wandering along the lane for two hours, giving way to every variety of thought-re-considering events, determining probabilities, and reconciling herself, as well as she could, to a change so sudden and so important, fatigue, and a recollection of her long absence, made her at length return home; and she entered the house with the wish of appearing cheerful as usual, and the resolution of repressing such reflections as must make her unfit for conversation.

She was immediately told that the two gentlemen from Rosings had each called during her absence; Mr. Darcy, only for a few minutes to take leave-but that Colonel Fitzwilliam had been sitting with them at least an hour, hoping for her return, and almost resolving to walk after her till she could be found. Elizabeth could but just affect concern in missing him; she really rejoiced at it. Colonel Fitzwilliam was no longer an object; she could think only of her letter.

Lizzy's thoughts are 100%. Filled by the letter

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What do I have to put on my post-it for class?

✓ Term: Literary terms we will be learning

✓ Evidence: "quote from the text"
*will include: page and paragraph #

✓ Commentary: 2-3 sentences showing the connection between the quote and the term

DO THIS \rightarrow

Thunder cracks outside as Vivian walks into the room, which gives me a small knot in my stomach. <u>I think the</u> <u>author is using that weather effect to</u> make readers fear this new character. Will Vivian be the ultimate villain of this story or is the author just trying to trick me?

NOT THIS \rightarrow

Ooooh, I LOVE this! I'm scared and so happy right now!

DO THIS \rightarrow

The author keeps taking us back to this <u>post office</u>. This is the third time we've been here, so I'm wondering what's the significance about this. I think it might be <u>symbolically</u> important, but I don't get it. Author, what's with your post office obsession?!

NOT THIS \rightarrow

Wait, what? I don't understand

Post-It Example

Element: Foreshadow

Text Evidence: "and you shall be upheld in more than this" pg. 36 P1

Commentary: If Scrooge touches the spírit's heart, he will not only be able to fly, but will begin to change his own heart and become a better person. Kind-of how the Grinch had a bigger and better heart when he understood the true spirit of Christmas.

Will my annotations be graded?

DUH!!!!!

- I will check "daily", per schedule, to see that you are in fact annotating and with the required amount of post-its.
- I will also be randomly selecting a post-it here and there to check that you are putting effort into the actual annoation

&

• There will be post-it annotation timed writing assignments... more on that one later....