



**Purpose:**

The annotation process is meant to encourage active reading, and more practically to serve as a record of a student's thoughts as he tries to make sense of a text. In this case, the lesson focuses on the creation of a quote index that will help categorize and organize important moments from a work of fiction for later creative or analytical assignments. Before beginning something like a quote index, students practice basic techniques for marking the text. The teacher will project a page from the text for the class to view, and the class engages in a discussion that is centered on basic points for annotation and techniques for marking. Topics for discussion include: underlining versus highlighting, shorthand, asterisks, and various symbols. The purpose of this activity is not to encourage one model, but rather a means of deliberately creating a personal critical understanding of the text.

**Description of Activity:**

In this activity, the teacher reviews previously marked pages of a text, looking for patterns in the text, either repeated language, images, phrases or concepts that the author seems interested in. From there, the teacher will then allow students 10 minutes to find and suggest their own patterns present within the text, offering page numbers and citations for what they have found and suggesting themes that tie examples together.

Students should then get into groups and compare patterns with others, offering suggestions and critiques to other student's possible patterns.

The students are to continue w/ their annotating for that night's reading. In addition to looking for patterns, the students will begin to group these patterns into basic lists. They will title these lists accordingly depending on how they are organizing the information. The corresponding pages of supportive annotations should be listed with titles. The students should be at least three days in with their annotations at this point, and as such, they should have a basic amount of material to pull from.

**Checking for Understanding:**

The following day, the small groups will begin by checking back in with one another and sharing their individual basic quote lists. The group will then organize their own "Group Quote List" based on the individual student work. The groups will write their lists on the chalkboard. The class will then examine the findings and discussion will include: similarities/differences in patterns/connections, stylistic differences in the various list titles, techniques for annotating points.

Based off of these initial results, the class will discuss the notion of inferences and predicting themes and/or an implicit thesis or a series of theses for the text. The class will be able to draw clear connections between the newly generated thesis and the supportive evidentiary annotations. The teacher will use the student results to pull together a few clear themes/theses/points of symbolism for the class to utilize. From this point on, they should be indicating page numbers that correspond with specific annotations in an organized "Quote Index" on the back spine. The class should agree on certain set terms for the list, but they are also encouraged to discover their own new points/patterns as they progress, and to term and mark them accordingly.

**Reflection:**



The following day, the small groups will begin by checking back in with one another and sharing their individual basic quote lists. The group will then organize their own "Group Quote List" based on the individual student work. The groups will write their lists on the chalkboard. The class will then examine the findings and discussion will include: similarities/differences in patterns/connections, stylistic differences in the various list titles, techniques for annotating points.

#### **Adaptation for Different Levels:**

The model previously described, with the very deliberate scaffolding towards an individual "Quote Index," works best with levels 2E to 3. Obviously, given the demands and expectations of a particular level, and the dynamics of a specific class, accommodations and changes should be made as necessary. Students in a 4 level class do not necessarily need to go through the group process of clustering that ultimately leads to connecting critical themes and supportive annotations. Most 4 level students should be able to grasp the connections on an abstract level, and as such, may begin with a few critical themes as prescribed by their teacher. However, this is merely a starting point for these 4 level students, and they are encouraged to develop their own themes/topics as they progress through the text. Ultimately, as with all other levels, they are tasked with composing their own thesis(es) based on material collected in their "Quote Index."

Further, by second semester, 4 level students will no longer be starting a text with a teacher generated list. By this point, the students should be capable of generating their own conclusions/inferences after a few days of reading. Therefore, each student is responsible for generating his/her own individual "Quote Index" based on their critical comprehension and points of interest. The students are encouraged to remember that a thesis developed early on is always subject to change or a state of evolution. Quizzes under this model are self-driven; the teacher will not provide the students with prompts. Instead, the students will be assigned the task expressing a clear thesis or a theme that they have been tracking through the current block of reading. They will support the theme/thesis by linking it to as many points from their "Quote Index" as possible in the time allotted (usually one class period). When the quizzes are graded, the class will, once again, spend an entire period discussing successful models – these discussions will center on the formulation and on the support of an effective thesis.

## Interdisciplinary Study Skills Lesson Formation of a Quote Index

### *Major Topic:*

This annotation method teaches students to construct a quote index which organizes textual evidence by topics/themes and demonstrates a student's critical understanding of a text.

### *Previous Activity:*

Previous activities included a discussion by the students of their past experiences with annotating – it is essential that students feel ownership over this process from the outset. Students should freely discuss their feelings and experiences towards the process of annotating in order to dispense with misconceptions of annotating as busy work.

Following this discussion, students practiced basic techniques for marking the text. The teacher projected a page from the text for the class to view, and the class engaged in a discussion that centered on basic points for annotation and techniques for marking. Topics for discussion included: underlining versus highlighting, shorthand, asterisks, and various symbols. The purpose of this activity is not to encourage one model, but rather a means of deliberately creating a personal critical understanding of the text.

The students were assigned new pages to annotate for today's class.

### *On-task Start-up and Transition from Previous Activity:*

Ask students to review their annotations from the night before, looking for either patterns emerging in the author's language or imagery, inferences that could be made, or symbols.

### *Specific Goals for Today's lesson:*

1. Encourage students to notice patterns in their annotations
2. Encourage students to continue reading/annotating w/ said awareness
3. Encourage the deliberate marking of this meta-reading with a Quote Index

### *Means of Communicating Goals:*

Group discussion; individual work; small group reporting

### *Equipment Needed:*

Chalkboard, chalk, overhead projector, transparency of text, transparency markers

### *Activities to Cover Goals:*

- (5 Min) Discussion to review previous pages of annotating
- (15 Min) Discussion re: the possibility of patterns in the annotations - examples
- (10 Min) Individual work where students examine their own annotations for possible patterns
- (10 Min) Small group discussions examine preliminary results

### *Checking to Assess Student Understanding:*

The group will keep track of one another's conclusions/patterns. A group list should be generated (all members should keep their own copy). The teacher will be checking in w/ the various groups as they are reporting out.

### *Review of Day's Goals:*

Briefly check-in w/ the class re: everyone having a set list of conclusions/points derived from the annotations.

### *Homework Assignment:*

The students are to continue w/ their annotating for that night's reading. In addition to looking for patterns, the students will begin to group these patterns into basic lists. They will title these lists accordingly depending on how they are organizing the information. The corresponding pages of supportive annotations should be listed with titles. The students should be at least three days in with their annotations at this point, and as such, they should have a basic amount of material to pull from.

*Literature Notes and Follow-Up Questions:*

The following day, the small groups will begin by checking back in with one another and sharing their individual basic quote lists. The group will then organize their own "Group Quote List" based on the individual student work. The groups will write their lists on the chalkboard. The class will then examine the findings and discussion will include: similarities/differences in patterns/connections, stylistic differences in the various list titles, techniques for annotating points.

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Quizzes will be in-class essay exercises that incorporate the terms set for the class into a series of interpretive questions, generally with three options of prompts for the students to choose from. Oftentimes, the students will be presented with three quotes from the text that correspond with the aforementioned themes/theses. The students are then to compose an analysis of the quote and its relation to a specific theme/thesis; it is an expectation that they will accomplish this by incorporating further quotes that relate from their own "Quote Index." There is no one correct answer for the question; however, students must support their responses by using quotes/evidence from their "Quote Index" according to the question posed. As the year progresses, the prompts will become more complex and interpretive in nature. Once the quizzes are graded, models will be selected that exemplify a clear use of "Quote Index" support and clear expression. Models will be shared with the class and an entire period will be dedicated to discussing the prompts, their responses, and their "Quote Indexes."

*Adaptation for Higher Levels:*

The model previously described, with the very deliberate scaffolding towards an individual "Quote Index," works best with levels 2E to 3. Obviously, given the demands and expectations of a particular level, and the dynamics of a specific class, accommodations and changes should be made as necessary. Students in a 4 level class do not necessarily need to go through the group process of clustering that ultimately leads to connecting critical themes and supportive annotations. Most 4 level students should be able to grasp the connections on an abstract level, and as such, may begin with a few critical themes as prescribed by their teacher. However, this is merely a starting point for these 4 level students, and they are encouraged to develop their own themes/topics as they progress through the text. Ultimately, as with all other levels, they are tasked with composing their own thesis(es) based on material collected in their "Quote Index."

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