

## Annotating Checklist

### CP English 12

#### Reading the Article:

As you read your chosen article, engage in active reading. This means that when you are reading, you are doing more than moving your eyes over every word. You are thinking, processing, questioning, and learning. You don't have to understand everything from your article, but the more effort you put into reading, the more you will get out of the article.

In our class, annotating usually means you writing in the margins of the printed text or on post-it notes that you stick to the text. Unfortunately, I cannot provide you with a printed copy. I strongly encourage you to print your chosen article if you can. Most people process the text better when they have a physical copy in their hands.

If you, like me, don't have access to a printer right now, don't worry. Instead of writing on the text itself, please take notes on separate paper as you read. Create a system to help you connect your notes to the specific pages, sections, or paragraphs of the text. Copy quotations and parts of quotations as needed. Again, the more you put into this step of the assignment, the more you will get out. And that will make the activities we complete next week easier for you.

\_\_\_ **Summarize** the main ideas of the text as you read. Jot notes to capture the main points in the margins of the text. This strategy will also help you find key sections later!

\_\_\_ **Define** unknown or unfamiliar words that are key to your understanding the text. Don't define every word you don't know; good readers don't do this. Do define words that are critical to your continued reading and understanding.

\_\_\_ **Look up** references and allusions. Make a brief note to capture the info.

\_\_\_ **Connect** the text your life, your experience, a world event, another text, etc. Jot a quick note about your thought process.

\_\_\_ Ask processing **questions**. These are not discussion questions or bigger picture questions. They are questions that you need to answer to confirm your understanding of the text. They may be answered later, or they may reveal something you missed, or they might show an ambiguity in the text. These questions capture what you "didn't get" yet from the text.

\_\_\_ **Comment** to capture your reaction to the text. Are you shocked, saddened, or intrigued? Did this make you cry? Laugh? Snort? Note your reaction in the margins.

\_\_\_ **Clarify** the text. If you had to stop and figure out what the text states/means, jot down the results of your thinking. You don't want to have to repeat this hard work later.

\_\_\_ **Evaluate** or judge the text. This is your critical thinking response to the text. You can agree or disagree with the author. Note a little bit about your thought process so you can come back to it later.

\_\_\_ Write **discussion questions**. Discussion questions can't be answered just by consulting the "facts" of the text. They are questions that prompt us to explore larger ideas within the text: values, beliefs, behaviors, ideas, etc. Record these at the end of the reading section to set them apart from processing questions.

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\_\_\_ Highlight resonating **key quotations**. Label these KQ for “key quotation.” You may also want to note why you highlighted this part of the text.

\_\_\_ Annotations span the text from beginning to end.

\_\_\_ Annotations show a variety of annotation activities.

\_\_\_ Annotations involve NOTING. Highlighted text is accompanied by written notes or labels that explain the choice to highlight. Highlighting on its own IS NOT annotation.