*As you read, use this to help you annotate, or “mark up”, the text to show your observations and thoughts.* **Annotate by using a VARIETY of marks, labels, and comments.**

**1. Mark features of the text with symbols and underlining.**

 \* for important events, decisions, or thoughts expressed by the author or a character

!  for something surprising/shocking/unexpected/funny

                        ? to highlight confusing or puzzling ideas or events

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (underlining)

**2. Label** unfamiliar words with definitions and any literary elements or devices, including **important, striking, or enchanting words, phrases, and sentences**, like sensory images, figurative language, repetition, sounds, and unusual punctuation.

**3. Comment in the margins.** When writing comments, you might...

         observe what is being said or done

         identify a theme being developed

         paraphrase or summarize a difficult phrase, sentence or passage

         describe the effect of an image, sound, or word

         infer a character quality

         ask a thoughtful question or predict an outcome

         identify important or striking features

         notice patterns

         predict meanings

**Annotation Rubric**

|  |  |
| --- | --- |
| **exceeds expectations** |          Text has been thoroughly annotated with a VARIETY of questions, connections, and reflections (both of content/plot AND the writing style/literary devices/elements)           Comments show analysis and evaluation, moving beyond literal level of the text.           Annotations include some thoughtful connections to other texts, other characters in the plot, and/or a real world connection           Annotations are evenly dispersed throughout selection  **Students hoping to take 9th Grade Honors English: strive to reach this level - it will help you prepare for 9H!** |
| **very successful** |          Text has been annotated well with questions, connections, and/or reflections of the content/plot (and may include some notes related to literary devices/elements)           Comments demonstrate some analysis and evaluation, thinking beyond the surface-level of the text at times           Attempts at making connections to other characters, texts, or the real world           Annotations reveal some breaks in entries/may be bunched together in sections of the selection |
| **somewhat successful** |          Text has been briefly annotated with questions, comments, observations, and/or reflections of the content (or literary elements).           Commentary remains mostly at surface-level. The commentary suggests thought in specific sections of the text rather than throughout the chapter. |
| **needs improvement** |          Text contains brief/sketchy annotations. If there is commentary, it is predictable, repetitive, and/or surface-level.           Little or no attempt to make connections. Contains 3 or fewer annotations. (incomplete) |

**Samples of Thorough Annotation**



