**NPS LITERACY**
STRATEGIC.
AUTHENTIC.
ENGAGED.

Making Thinking Visible
Text Annotation

Text Annotation ➡ Leaving Tracks of Thinking

Annotating is one of the most powerful thinking tools for learning, understanding, and remembering. Any drawing or writing that deliberately interacts with a text to enhance the reader's understanding is a form of annotation. In the same way animals leave tracks of their presence, we want readers to "leave tracks of their thinking." Encouraging students to **mark and code text with thoughts and questions**, to "leave tracks" so they can remember later what they were thinking as they read. These written tracks help the reader monitor comprehension and enhance understanding. *(Harvey & Goudvis, 2017)*
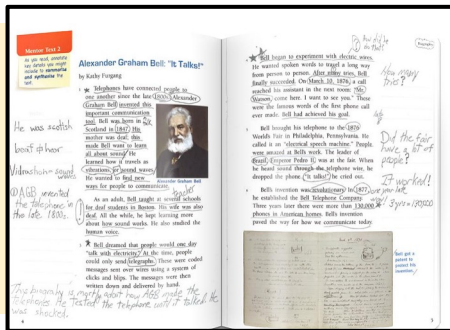
Why Annotate?

**Creates active readers
Encourages critical
thinking and metacognition
Improves comprehension**

"When readers interact with the text, they are more apt to stay on top of meaning as they read. Active reading is a dynamic process that puts the reader at the helm." (Harvey & Goudvis, 2017)

How to Implement Text Annotation

1. **Chose the type of annotation you will teach** – There are a variety of ways to annotate. Both written and visual, including *margin notes, text codes, sticky notes, think sheets, flow charts, sketchnoting*, etc. – all represent ways to capture thinking while reading.

2. **Start small and be explicit** – At first, start small by giving explicit instructions to annotate for one thing you want them to notice in the text and have them reflect or respond. This will help students focus their reading and make the task more manageable. For example, direct students to note important plot events and/or conflicts, briefly noting the importance of each.

3. **Chunk the text** – Annotate short, manageable parts of the text. Provide students with stopping points and prompt them to *Read, Think, Stop, Jot*.

4. **Use the gradual release of responsibility** – Explicit instruction means that we show learners how we think when we read. **Model** annotating text by showing students how you approach text and make visible your thinking for students. **Guide** students through text annotation in large groups, small groups, and pairs; and provide large blocks of time for students to read **independently** and practice using and applying it.

5. **Use annotations to respond to text** - In addition to modeling how to annotate text with specific purposes, make sure you explicitly model how to use the annotations to support **written and verbal discussions of the text**. This will help your students see the purpose behind annotating and help them find greater success with this important strategy.

Gradual Release

I DO

WE DO

YOU DO