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|  |  | Tendler Annotation Checklist |

# PRE-READING

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| **Circle the Title.** * *What predictions about the texts' content can you make based on the title?*
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| **Identify as much information as you can about the text.**  * *What do you know about this author?*
* *What was the occasion for this text?*
* *When was this text written or spoken?*
* *What was happening during this time?*
 |
| **Number the paragraphs**  |
| **Chunk the text in preparation for reading and annotations*** *Documents: Break text into pieces (1-2 paragraphs)*
* *Poems: Chunk each Stanza*
* *Novel/Book: Chunk each page*
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# WHILE YOU ARE READING EACH CHUNK OF TEXT

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| Circle **words that you do not know or understand or repeated words*** *Use a dictionary to define these words in the margin*
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| **Underline or highlight with purpose: central ideas or major points*** *Use symbols to indicate important phrases, rhetorical devices, or repeated words*
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| **In the left hand margin:*** Summarize what the author is DOING using a power verb: “

In the right hard margin: * Summarize what the author is SAYING
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# AFTER EACH CHUNK OF TEXT

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| **Make a list of questions in the margin*** *What did the author leave unanswered?*
* *What question would you ask the author about what you read?*
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| **Sequence events*** *Use numbers to sequence events as they occur in the text*
* *Rank the authors arguments or key points*
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| **Make connections*** *Can you compare or contrast this text with another?*
* *Does this text relate to a personal experience?*
* *Does this text connect with any current world circumstances or events?*
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# POST READING

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| **Review important points in the text*** *List the most important sentences from the entire text*
* *What does the author want the reader to know?*
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| **Evaluate your predictions*** *Which of my predictions were right?*
* *What evidence from the text proves or disproves my prediction?*
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| **Discuss what you've read with a partner or group*** *Was there a specific message that left an impression, good or bad? (Share the passage)*
* *Was is your partner's opinion on the text? Do they agree or disagree with the author?*
* *What did your partner find most interesting about the text?*
* *What did you learn about the time period in which the text was set that you did not previously know?*
* *Compare this text to others that you or your partner have read. DId you like it more or less than other texts?*
* *Do the issues in the text affect your life in any way? How so?*
* *What kind of language does the author use? Can you identify the authors tone?*
* *Discuss the possible implications of the text with your partner. Are there long or short term consequences to the issues raised in the text?*
* *What have you learned after reading this text?*
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# Annotation Rubric

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| A* *Student underlined/highlighted significant or thought provoking passages at the interval of every 1-2 paragraphs*
* *Student wrote complete summations of important parts of the text in the margins every 1-2 paragraphs*
* *Students wrote thoughts, associations, clarifications or questions in the margins of the text throughout the document*
* *Student circled and defined unfamiliar words throughout the entire text*
* *Text has been thoroughly annotated with questions, observations, and, reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked*
* *Comments demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, life experiences*
* *Marginal comments accomplish a great variety of purposes.*
* *Consistent markings throughout text (not bunched)*
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# C

* Student underlined/highlighted significant or thought provoking passages at the interval of every 3-4 paragraphs
* Student wrote complete summations of important parts of the text in the margins every 3-4 paragraphs
* Students wrote thoughts, associations, clarifications or questions in the margins of the text sparingly throughout the document
* Student circled and defined unfamiliar words inconsistently throughout the entire text
* Text has been annotated reasonably well with questions, observations and/or reflections of the content as well as the writing.
* Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.
* Marginal comments accomplish a variety of purposes.
* Some lapses in entries exist; may be sporadic

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| D/F* Student barely or did not underline/highlight significant or thought provoking passages in the text
* Student barely or did not write summations of important parts of the text in the margins
* Student barely or did not write thoughts, associations, clarifications or questions in the margins of the text.
* There is minimal evidence of defining unfamiliar words
* Text has been briefly annotated
* Commentary remains mostly at the surface level. The commentary suggestions thought in specific sections of the text rather than throughout. Little or no attempt to make connections.
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