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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?* |
| **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* |

# 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* |
| **Underline or highlight with purpose: central ideas or major points**   * *Use symbols to indicate important phrases, rhetorical devices, or repeated words* |
| **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 |

# 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?* |
| **Sequence events**   * *Use numbers to sequence events as they occur in the text* * *Rank the authors arguments or key points* |
| **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?* |

# 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?* |
| **Evaluate your predictions**   * *Which of my predictions were right?* * *What evidence from the text proves or disproves my prediction?* |
| **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?* |

# 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)* |

# 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. |