



**Professional Development Series for Grades 3-12:
Content Literacy in Action (Supporting Literacy in
All Content Areas)**

Session 5: Annotating Text

October 12, 2022

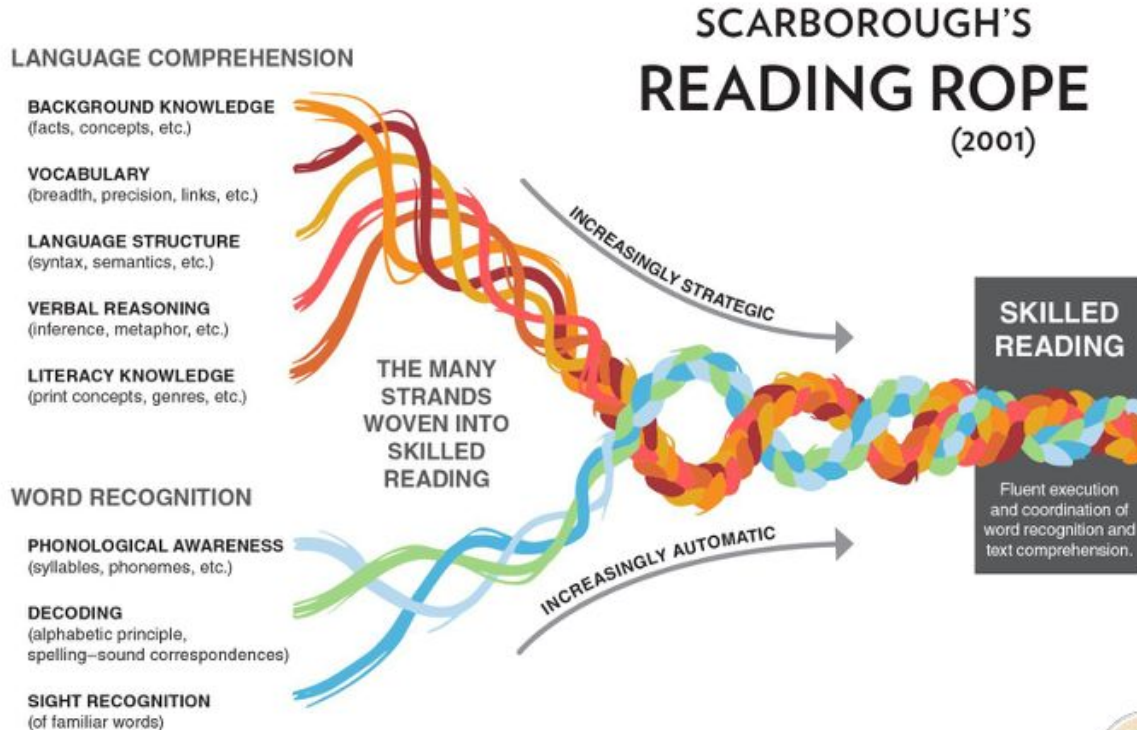
Objectives

- Participants will be able to
 - explain the purpose of the content literacy supports.
 - implement the Annotating Text Support with students while using High Quality Instructional Materials.

Agenda

- Overview of Content Literacy Series
- Purpose of Annotating Text Support
- Annotating Text In Action
- Next Steps
- Closure

Literacy in Grades 3-12

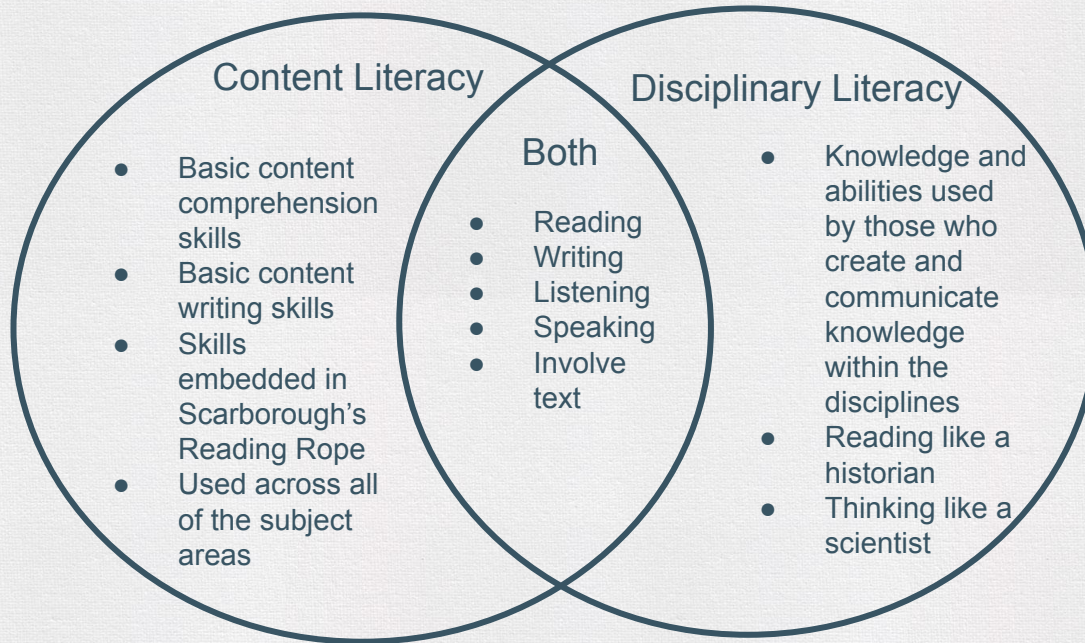


Content Area Literacy

- Content area literacy skills involve basic content comprehension and writing skills.
- Until the fundamental content literacy skills are mastered, there is a need to build competency here before moving on.
- Skills such as partner reading, analyzing rubrics, and annotating texts are crucial to proficiency before moving on to more demanding literacy skills.
- We can build proficiency with the upper strands of Scarborough's Reading Rope while the lower strands are being developed using LIFT or any other program to build word recognition skills.



Content Area Literacy vs. Disciplinary Literacy



SOURCE: [What is Disciplinary Literacy?](#)

Impact of Content Area Literacy

- 73 percent of 8th grade students fall below the proficient level in their ability to read and comprehend the meaning of text at their grade level according to 2019 NAEP data for Louisiana.
- Students need to extract information and meaning from content area texts.
- Reading ability is a key predictor of achievement in mathematics and science.
- Students need literacy support in accessing the information so that they can become proficient within their disciplines.

Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
 - Reading
 - Whole Class Read Aloud
 - Partner Reading
 - Independent Reading
 - [Annotating Text](#)
 - Direct and Explicit Vocabulary Instruction
 - Reading and Writing for a Purpose

Content Literacy Series Continued

- Writing
 - Creating a Claim
 - Reading and Writing for a Purpose
 - Summary Writing to Develop Comprehension
 - Using Rubrics
 - Using Student Exemplars
 - Writing Frames

- Speaking and Listening (coming soon)
 - Discussion Tracker
 - Socratic Seminar
 - Fishbowl Discussion

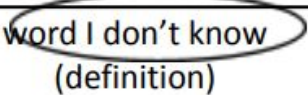


Purpose of Annotating Text

- The overall purpose of annotating text is to assist students in comprehending the text and the big ideas of the text.
- Annotating text is a complex skill where students process what is being read and make connections to their content and the world around them.
- When done correctly, annotations are thoughts and ideas that occur when reading a text.
- Annotations can tell the teacher what parts of the text the student understood and what they did not understand. It can also help identify if students struggle with a certain concept repeatedly and help identify patterns.

Annotating Text in Action

- Teacher Talk:
 - T: “Good afternoon class, today we are going to annotate a text, ‘The Tough Issues’, to determine what some major challenges were during the Constitutional Convention.”
 - T: “Remember, we annotate text so that you can become more proficient with reading and understanding text. This will make it easier for you to find the key details and evidence to support those details in the future when you are doing this independently.”
 - T: “I am going to model the first paragraph for you. Pay attention to the symbols I use and how I explain my thinking so that you can do this on your own in a minute.”
- Refer back to annotation symbols that we introduced in a previous lesson.

Annotation Symbols – Think when you read!

 <p>word I don't know (definition)</p>	I don't know this word. I circle it and write definitions in the margin.
?	I don't understand this sentence/paragraph/section.
<u>underline text</u>	This is important!
E	This evidence supports the main idea.
#1 (or #2, etc.)	This answers reading question #1 (or #2, etc.)
X (description)	This contradicts other sources and/or my prior knowledge.
✓ (description)	This corroborates other sources and/or my prior knowledge.
	This reminds me of a personal connection.
	This connects to an event or development in another time, place, or theme.

Annotating in Action Continued

- It is essential to read the text ahead of time and annotate your copy so that you have thoughts down that you can transfer and call on as needed.
- Walk students through by modeling as many paragraphs as necessary. Be sure to use gradual release as needed by the students. Example: “[Tough Issues](#)”
- Allow time for independent practice with feedback to improve students’ proficiency with this skill.
- Model as many times as necessary until you notice students are successful on their own.
- The purpose of annotating is not only to help student extract essential information. It is also to improve their proficiency with this skill so that they can do it independently.
- Sample [annotated version](#).

Next Steps

- Introduce students to a routine for text symbols if they don't already have one.
- Go through an upcoming text and annotate it for the purpose of that lesson.
- Teach the lesson, showing students how to annotate.
- Use the students as a guide to determine how much modeling and how much guided practice they need before they become proficient with annotating.
- Watch students become more proficient with reading and extracting essential information!



Closure

- Annotating text allows us to read and process the text to extract the most essential information.
- Modeling how to read and annotate text within all of the content areas allows students to see how someone within that content reads and processes the information.
- The annotating text content literacy support allows us to provide as much differentiation as needed by the group of students engaged in the support (extra questioning, modeling, targeted paragraphs only, etc.).
- Improving skills within content literacy will improve proficiency within everyday literacy skills so that students will become more proficient at reading and writing.

Questions or Comments

If you have any questions or comments you can reach out to louisianaliteracy@la.gov.

