



Annotation Bookmarks

Annotation is a powerful reading tool. Annotating means writing your ideas, thoughts and questions as you read. Students can annotate a text to leave tracks of their thinking so they can learn, understand and remember what they read. During the reading process, the reader marks the text at appropriate points, using symbols and/or words that serve as visual cues and help keep the reader focused on the text. Students can be encouraged to write questions, comments or to integrate “text codes”.

The codes on the following bookmarks **are one idea** of what teachers can develop to help students focus on text. The skills the standards require of our students are incorporated on many of the bookmarks. The following describes the purpose of the created bookmarks. Please adjust to meet the needs of your students and your classroom. (Note the intended grade level at the top right of each bookmark page.)

Kindergarten—1st Grade

In K-1, the teacher reads aloud initially, annotates with whole group and/or guides student annotation. Students may or may not eventually read independently, depending on text difficulty (e.g., *Wizard of Oz* in Kindergarten). (Fisher & Frey)

1st Bookmark	Annotating an Opinion (Writing Standard #1)
2nd Bookmark	Annotation Literature (Reading Literature—Standards #1-#3)
3rd Bookmark	Annotation Informational Text (Reading Informational Text—Standards #1-#3)

2nd Grade —12th Grade

In 2-12, students should annotate after the first initial reading or read aloud. Readers who cannot initially read independently may be read to, or may encounter the text previously during scaffolded small group reading instruction. (Adapted from Fisher & Frey)

1st Bookmark	Fisher and Frey recommended grade level annotation symbols (Use with any text)
2nd Bookmark	Identifying what the author has done—text structure (Standard
3rd Bookmark	Annotating opinions/arguments (Writing Standard #1)
4th Bookmark	Annotating literature (Reading Literature — Standards # 1– #3)
5th Bookmark	Annotating informational text (Reading Informational Text—Standards # 1—#3)

As with any strategy, teachers should model how to annotate text multiple times before allowing students to annotate on their own. Practicing in whole group, small group and pairs is also helpful when developing annotation skills.

In his English Journal article "I'll Have Mine Annotated, Please: Helping Students Make Connections with Text", Matthew D. Brown expresses a basic truth in English Language Arts instruction: "Reading is one thing, but getting something of value from what we read is another". Brown also discusses the importance of annotation and its capability of helping students connect with a text. Although many students may feel like something such as annotations are tedious or “busy work”, in the end it will help students appreciate what they are reading much more than if they had not annotated the text. Brown, Matthew D. "I'll Have Mine Annotated, Please: Helping Students Make Connections with Text." English Journal 96-4. (March 2007): 73-78.

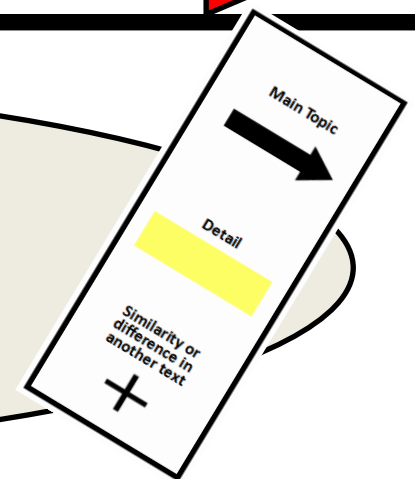
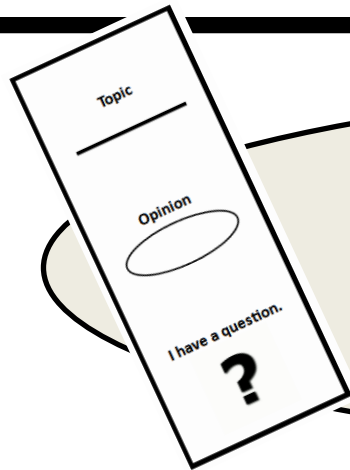
Fisher & Frey Resources on Annotation

- PowerPoint www.fisherandfrey.com:
Click on resources, click on annotation
- Article: *Annotation: Noting Evidence for Later Use*
<http://fisherandfrey.com/uploads/posts/Annotation.pdf>

See top right for grade level.

Kindergarten & 1st Grade Bookmark Descriptions

The following bookmarks for Kindergarten and 1st grade have been created to provide teachers with options they can use to help students annotate text. The following lists the purpose of the created bookmarks. Please alter to meet the needs of your students and the standards.



Each bookmark uses the language of the specific grade level standards.

To be used with texts that offer an opinion.

(Writing Standard #1)

To be used with literature.

(Reading Literature Standards #1-#3)

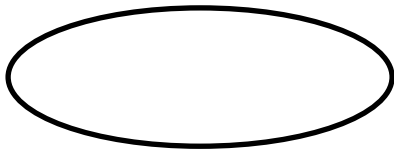
To be used with informational text.

Reading Informational Text Standards #1-#3)

Topic



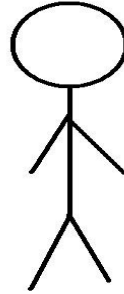
Opinion



I have a question.



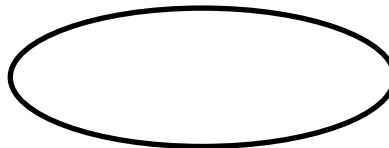
Character



Setting



Major Event



Main Topic



Detail



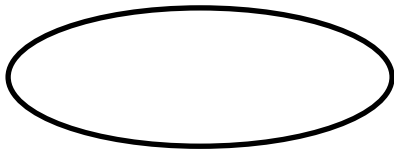
**Similarity or
difference in
another text**



Topic



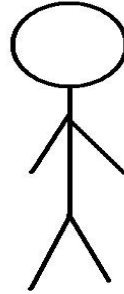
Opinion



I have a question.



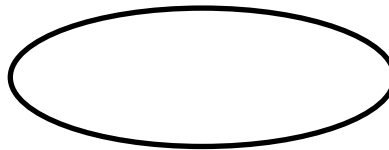
Character



Setting



Major Event



Main Topic



Detail



**Similarity or
difference in
another text**



See top right for grade level.

2nd-12th Grade Bookmark Descriptions

The bookmarks on the following pages are grade specific and are designed to help students annotate text. All bookmarks can be altered to better meet the needs of your students as well as the standards.

Each bookmark uses the language of the grade specific standards.

Bookmark 1

To be used with any text.

The suggested "Code the Text" annotation symbols on the bookmarks for grades 3-12 are suggested by Fisher and Frey.
www.fisherandfrey.com

Bookmark 2

To be used to evaluate the structure of the text.

or

Create your own!

Bookmark 3

To be used with texts that offer an opinion or an argument.

(Writing Standard #1)

Bookmark 4

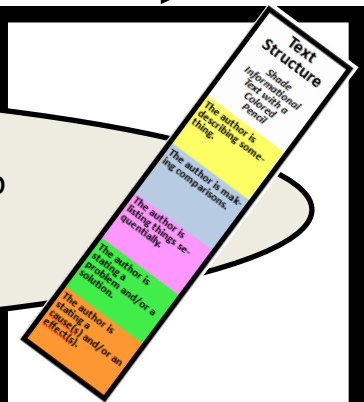
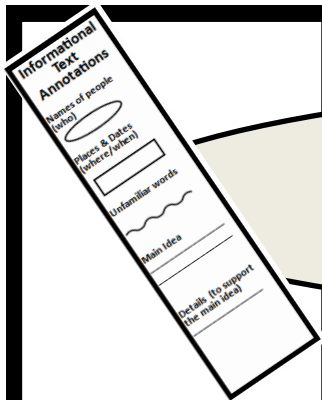
To be used with Literature.

(Reading Literature Standards #1-#3)

Bookmark 5

To be used with informational text.

(Reading Informational Text Standards #1-#3)

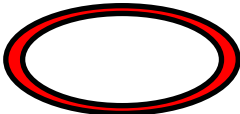


Code the Text

Underline the main points



Use a question mark for questions you have during the reading



Circle keywords or phrases that are confusing for you

Create your own!

Opinion Annotations

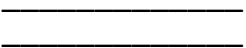
Topic is introduced



Opinion is stated



Reasons to support the opinion



Linking words to connect opinion and reasons.



Concluding statement or section



Literature Annotations

Names of characters (who)



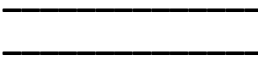
Places & Dates (where/when)



Unfamiliar words



Central message, lesson or moral



Key Details (to support the central message)



Informational Text Annotations

Name of people or topic (who or what)



Places & Dates (where/when)



Unfamiliar words



Main topic or main purpose (what does the author want to answer, explain or describe)



Key Details (reasons to support specific points of the main topic)

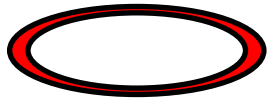


Code the Text

Underline the main points



Use a question mark for questions you have during the reading



Circle keywords or phrases that are confusing for you

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Opinion Annotations

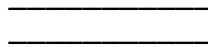
Topic is introduced



Opinion is stated



Reasons to support the opinion



Linking words to connect opinion and reasons.



Concluding statement or section



Literature Annotations

Names of characters (who)



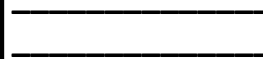
Places & Dates (where/when)



Unfamiliar words



Central message, lesson or moral



Key Details (to support the central message)



Informational Text Annotations

Name of people or topic (who or what)



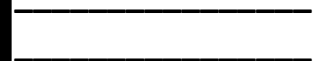
Places & Dates (where/when)



Unfamiliar words



Main idea



Key Details (to support the main idea)

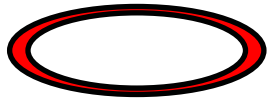


Code the Text

Underline the main points



Use a question mark for questions you have during the reading



Circle keywords or phrases that are confusing for you

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Opinion Annotations

Opinion Introduction



Reasons to support the opinion

I don't understand why the author put this in



Linking words to connect opinion and reasons.



Concluding statement or section



Literature Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Theme



Details (to support the theme)



Informational Text Annotations

Names of people (who)



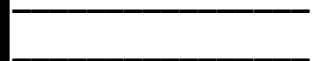
Places & Dates (where/when)



Unfamiliar words



Main Idea



Details (to support the main idea)

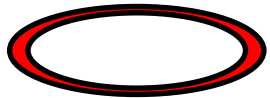


Code the Text

Underline the main points



Use a question mark for questions you have during the reading



Circle keywords or phrases that are confusing for you

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Opinion Annotations

Opinion Introduction



Reasons to support the opinion

I don't understand why the author put this in



Linking words to connect opinion and reasons.



Concluding statement or section



Literature Annotations

Names of people (who)



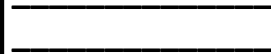
Places & Dates (where/when)



Unfamiliar words



Theme



Details (to support the theme)



Informational Text Annotations

Names of people (who)



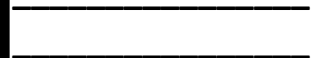
Places & Dates (where/when)



Unfamiliar words



Main Idea



Details (to support the main idea)



Code the Text

Underline the main points



Keywords or phrases that are confusing or unknown to you.



Use a question mark for questions you have while reading. (be sure to write your question)



This surprises me. (Note what it was that caught your attention.)



I can make a connection to something inside the text. Briefly note connections.

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Argument Annotations

Claim Introduction



Clear reasons/relevant evidence to support claim

I don't understand why the author put this in



Words, phrases or clauses to clarify relationships among claims and reasons



Concluding statement or section



Literature Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Theme or Central Idea



Details (to support the theme)



Informational Text Annotations

Names of people (who)



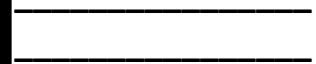
Places & Dates (where/when)



Unfamiliar words



Central Idea



Details (to support the central idea)



Code the Text

Underline the main points



Keywords or phrases that are confusing or unknown to you.



Use a question mark for questions you have while reading. (be sure to write your question)



This surprises me. (Note what it was that caught your attention.)



I can make a connection to something inside the text. Briefly note connections.

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Argument Annotations



Claim Introduction



Opposing Claim



Logical reasoning & relevant evidence to support claim



Words, phrases or clauses to clarify relationships among claims and reasons



Concluding statement or section

Literature Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Theme or Central Idea



Details (to support the theme/central idea)



Informational Text Annotations

Names of people (who)



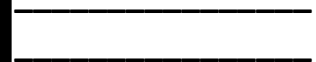
Places & Dates (where/when)



Unfamiliar words



Central Idea(s)



Details (to support the central idea)



Code the Text

Underline the main points



Keywords or phrases that are confusing or unknown to you.



Use a question mark for questions you have while reading. (be sure to write your question)



This surprises me. (Note what it was that caught your attention.)



I can make a connection to something inside the text. Briefly note connections.

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Argument Annotations



Claim Introduction



Opposing Claim

Logical reasoning & relevant evidence to support claim



Words, phrases or clauses to clarify relationships among claims and reasons



Concluding statement or section

Literature Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Theme or Central Idea



Details (to support the theme/central idea)



Informational Text Annotations

Names of people (who)



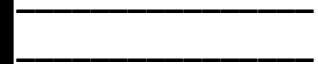
Places & Dates (where/when)



Unfamiliar words



Central Idea(s)



Details (to support the central idea)




Code the Text

Underline the major points.

Circle keywords or phrases that are confusing or unknown to you.

Use a ? for questions you have during the reading. Write your question.

Use an ! for things that surprise you and note what it is.

Draw an  when you make a connection to the text.

Mark an EX when the author provides an example.

Numerate arguments, important ideas, or key details and restate them.

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Argument Annotations



Claim(s)
Introduction



Opposing Claim

Evidence for each claim/counterclaim (use one color for claim and one for counterclaim)



Words, phrases & clauses to link major sections of the text, create cohesion and clarify relationships



Concluding statement or section

Literature Annotations

Names of people (who)



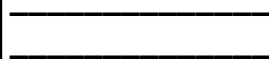
Places & Dates (where/when)



Unfamiliar words



Theme or Central Idea



Details (to support the theme/central idea)



Informational Text Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Central Idea



Details (to support the central)



Code the Text

Underline the major points.

Circle keywords or phrases that are confusing or unknown to you.

Use a ? for questions you have during the reading. Write your question.

Use an ! for things that surprise you and note what it is.

Draw an when you make a connection to the text.

Mark an EX when the author provides an example.

Numerate arguments, important ideas, or key details and restate them.

Text Structure

Shade Informational Text with a Colored Pencil

The author is describing something.

The author is making comparisons.

The author is listing things sequentially.

The author is stating a problem and/or a solution.

The author is stating a cause(s) and/or an effect(s).

Argument Annotations



Claim(s)
Introduction



Opposing Claim

Valid reasoning and relevant and sufficient evidence for each claim/counterclaim



Words, phrases, clauses, and varied syntax to link major sections of the text, create cohesion and clarify relationships



Concluding statement or section

Literature Annotations

Names of people (who)



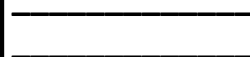
Places & Dates (where/when)



Unfamiliar words



Theme(s) or Central Idea(s)

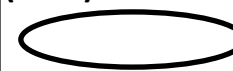


Details (to support the theme/central idea)



Informational Text Annotations

Names of people (who)



Places & Dates (where/when)



Unfamiliar words



Central Idea(s)



Details (to support the central idea)



Top Tools for Annotating Digital Text

There are numerous resources for supporting students as they learn to track or annotate their thinking while reading print text. But what about resources for marking up and annotating digital text?

Notability - This paid note-taking app offers users tools to annotate, sketch, clip, record and more. Capture your thoughts with a snap of an image or an uploaded text. There is a cost, but it is worth consideration. Click to view a tutorial for Notability [here](#).



Skitch – This FREE app provides an easy way for students and teachers to annotate using arrows, text, shapes, and icons. Students could use it to mark up and label photographs or provide comments during a science lab. Teachers could give feedback after snapping a photo of student work. For more ideas with Skitch and a basic tutorial, watch this [video](#).



Subtext – Open the door to digital reading with this iOS app. Teachers can embed questions, discussion, videos, polls, and weblinks within the text to allow students to read closely with a purpose. Subtext focuses on integrating 21st Century Skills with the importance of making thinking visible. Listen to how teachers are incorporating Subtext into their [classrooms](#).



Curriculet – This reading tool helps to promote close reading skills by guiding students through checkpoints to trigger comprehension. Layer questions, quizzes, and media content within text to maximize student engagement. Learn more about Curriculet and what it can do for your classroom [here](#).



Actively Learn – True to its name, students will be actively learning through digital text with this [site](#). Students can dive deep into text peeling back the layers as they annotate directly in the virtual margins, and classmates can respond in real time. A terrific way for students to get involved in critical thinking within a text.



Clearly – The Chrome extension [Clearly](#) allows you to remove ads from the margins of text within a webpage. This is fantastic because you can print the article and use the space on the sides for students to annotate in the margins! Combine this with Notability or Skitch and you can write your annotations digitally. Learn more about Clearly [here](#).

