

LITERACY LINK 7 MARKING A TEXT



STRATEGY MINI LESSON (approximately 10 minutes)

Connect (1 minute)

- When you mark books and articles, do you use a highlighter? Sticky notes? More importantly, *why* do you mark a text? (Allow one or two volunteers to respond.)
- Marking texts can help you remember facts and key points for tests. More significantly, marking texts in a strategic way gets you to break down complex concepts, question the author, and shape your own position on a given topic.

Teach (4–5 minutes)

- When I mark a text, I note the author’s ideas and my own reactions. It’s a simple thing to do for big results—making a true connection with the text.
- For nonfiction, you should mark key ideas, unfamiliar vocabulary, persuasive language, facts you question, ideas with which you agree or disagree, and concepts you don’t understand. Also, make note of the conclusions you draw from your interpretation of charts and tables.
- Methods of marking vary. You can use different colored markers (if you own the text), for example, highlighting unfamiliar vocabulary in pink and interesting or controversial statements in yellow, and then writing your question or comment in the margin (e.g., “Why did you state . . . ?” “I disagree because . . .”). You could do the same with colored sticky notes. On each note, mark the page number, write your query or comment, and attach the note to the page. Or simply note page and paragraph numbers in a notebook and write your corresponding comment or question there.
- Whatever method you choose, look back at your questions and take action! Break down or look up unfamiliar words, answer your own questions from information you gained by reading the remainder of the text or from other sources, and solidify your own opinions.

Engage (3–4 minutes) (Individual)

- Take out your independent reading book and read the next page. Use what you just learned about strategic marking to question the text. Do this by noting in your Journal the page and paragraph or line numbers you are questioning, and writing your related comment or questions next to each such entry.

Review (1 minute)

- Highlighting every idea you think is important in a text can be confusing when you go back to review. By marking text with a goal in mind, for example, to clarify your thoughts on a controversial idea, you can increase your understanding of any kind of text.



INDEPENDENT READING (25–30 minutes) As students read, have them continue the exercise they did in the Engage activity, adding at least four more comments or queries.



SHARE (10 minutes) (Small Groups) Go over some of students’ markings with them. Make sure they’re marking in a purposeful way, e.g., identifying and commenting upon key ideas and giving themselves opportunity to further investigate complex concepts.