Annotation and Reading Note Requirements

*All students will be required to* ***annotate*** *(mark) the texts I provide. The* ***annotations*** *(marks) that you make will be used to create reading notes. The reading notes will look like Cornell Notes, with a few specific differences that will be described below. Each reading level will have slightly different requirements.*

**Level 2**

1. Read the text aloud with your group
2. Look for pictures in the textbook that are related to what you read; write the page number of the pictures you find in the right hand margin next to the appropriate paragraph
3. Create a vocabulary grid with space for 3 new words

|  |  |  |  |
| --- | --- | --- | --- |
| Term (Word) | Part of Speech (verb, noun, adjective) | Similar terms (x3) or picture | Definition (your own words) |
| Teacher | Noun | Instructor, professor, maestro | A person who helps students understand something |

1. Choose 3 of the **bold** words in the text to put into the grid; select the words that are *hardest* for you to define (vocabulary will be part of every test)
2. When you are finished with the vocabulary, re-read the text. Underline repeated ideas and mark them with a letter or picture in the left hand margin (like we did as a class)
3. When you have at least 3 repeated ideas, create a set of Cornell Notes; the 3 repeated ideas become your Main Ideas on the left side of your Cornell Notes
4. For each main idea, you must have at least 3 sentences underlined in the text
5. Combine the 3 sentences into one summarized statement that explains the main idea
6. For each main idea, do one of the following:
	1. Draw a picture that shows what your notes describe
	2. Write down an example of something from our own time that is similar to what your notes describe
7. Write a summary at the end of your notes that correctly uses all of the words from your vocabulary grid