**Analyzing Annotations to Determine Teaching Points**

Analyze student annotations. Type or write students’ initials next to areas where they need additional instruction. Look for trends to determine teaching points. Add extra cells, if needed, for additional common errors or classes.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Common Errors** | **Period 1** | **Period 2** | **Period 3** | **Period 4** | **Period 5** |
| Underlines key ideas, central ideas, major points |  |  |  |  |  |
| Circles key words/phrases that are confusing |  |  |  |  |  |
| Attempts to use context clues and/or word parts for resolving confusing words or phrase  |  |  |  |  |  |
| Writes numbers to track the sequence of ideas/events |  |  |  |  |  |
| Places symbols in the margin to note key ideas, questions, or summaries |  |  |  |  |  |
| Writes page numbers to show where related ideas can be found.  |  |  |  |  |  |
| Includes margin notes that explain the meaning of symbols/marks |  |  |  |  |  |
| Includes margin notes that reveal personal comments/questions |  |  |  |  |  |
| Includes revised or new annotations based on rereading and/or collaborative conversations |  |  |  |  |  |
| Annotations are legible and useful for future oral or written tasks |  |  |  |  |  |

 Sources: Annotation system adapted from Adler and Van Doren, *How to Read a Book,* New York: Touchstone (1940/1972).

Chart concept adapted from Frey & Fisher (2013a). Copyright © 2013 by the National Council of Teachers of English.