

The Lexile Framework for Reading in Action

Collaborative Annotation

- Pre-Reading
- During Reading
- Post Reading

Task Suggestion: For Georgia Performance Standard SES2, utilize the resource titled, 'Unknown Earth: Why does Earth Have Plate Tectonics?' (1270L) and ask students to complete a Collaborative Annotation activity.

Description: Collaborative Annotation is a useful strategy for engaging and deconstructing a text. This strategy allows students to collaborate in order to interpret and pull meaning from a text.

How It Works: Collaborative Annotation is a good way to generate group discussion about the meaning and nuances of a text. For this practice, students read and annotate a text, reading for new ideas or concepts, questions that arise, passages that connect to earlier material, or text that illustrates a larger concept. Once complete, students form small groups and pass their copy to another group member. Each member responds to the comments and/or questions which have been presented. Group members continue to pass and comment until each member has their original text back. The groups then discuss the comments, ideas, and questions presented. Particular attention should be paid to groupings when practicing Collaborative Annotation. One recommendation is to group by Lexile measure, being sure to have representation of each Lexile range within each group.

How to Differentiate: Collaborative Annotation can be used across all content areas, but works best with text that requires interpretation or inference.

- ◆ Students may be instructed to specifically read for a particular idea, device, theme, or bit of information so that a group's combined notes include a specific reading for each different area.