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Standards Solution Holding**

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Annotation Stations Lesson

Grades 6-8

Rationale

- ✚ It is important that students are able to read closely, identifying evidence that supports a claim. Students should be given frequent opportunities to closely read a text, annotating for central ideas, structure, claims and supporting details.

Goals

- ✚ To provide practice with supporting claims with text evidence.
- ✚ To determine the meaning of important vocabulary in a text.
- ✚ To determine how the structure of a text contributes to the reader's understanding.
- ✚ To provide practice annotating text.

Standards

- ✚ [CCSS.ELA-LITERACY.RI.6.1](#)
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✚ [CCSS.ELA-LITERACY.RI.6.2](#)
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ✚ [CCSS.ELA-LITERACY.RI.7.1](#)
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ✚ [CCSS.ELA-LITERACY.RI.7.2](#)
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ✚ [CCSS.ELA-LITERACY.RI.8.1](#)
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- ✚ [CCSS.ELA-LITERACY.RI.8.2](#)
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- ✚ [CCSS.ELA-LITERACY.RI.6.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ✚ [CCSS.ELA-LITERACY.RI.6.5](#)
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ✚ [CCSS.ELA-LITERACY.RI.6.8](#)
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- ✚ [CCSS.ELA-LITERACY.RI.7.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- ✚ [CCSS.ELA-LITERACY.RI.7.5](#)
Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ✚ [CCSS.ELA-LITERACY.RI.7.8](#)
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ✚ [CCSS.ELA-LITERACY.RI.8.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ✚ [CCSS.ELA-LITERACY.RI.8.5](#)
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ✚ [CCSS.ELA-LITERACY.RI.8.8](#)
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Objectives

- ✚ Students will use text evidence to support a claim.
- ✚ Students will be able to determine the meaning of important vocabulary in a text.
- ✚ Students will be able to determine how the structure of a text contributes to the reader's understanding.

Materials

- ✚ Excerpt of a grade appropriate informational text (one per student)
- ✚ Highlighters
- ✚ 4 pieces of chart paper with station details
- ✚ Markers (a different color for each group)

Procedures

- ✚ Set up each station around the room prior to reading the text.
- ✚ Explain to students that today they are going to practice annotating a text to gain deeper understanding.
- ✚ Before reading, present the purpose for reading, letting students know that they will have to answer afterwards with text evidence to support their answer-*Both nature and nurture are important in making us who we are.*
- ✚ Present students with the 4 areas they will be annotating for: vocabulary, evidence to support a claim, central idea, structure of the text. Explain each only briefly as the directions for each will be at each station.

- ✚ Passage can either be read aloud to the class as they follow along or students can read on their own. Students should be given highlighters so that they can annotate text as they read.
- ✚ Next, students will be put into four groups. Each group will begin at a station and remain at each for 5 min.
- ✚ Group Activity: In groups, students will annotate their text based on the directions for each (see attached).
- ✚ Closing – If there is time, groups can walk around visiting each station again now that everyone has had the chance to add their findings. Alternately, you may ask group members to report out their “evidence” from each station.

Assessment

Successful students will be able to accurately support acclaim using evidence from the text for their explanations.

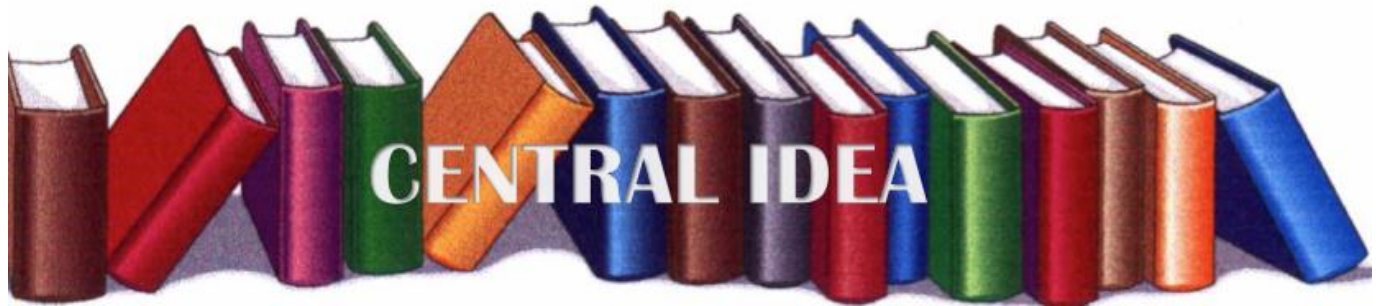
Annotation Station 1: VOCABULARY



Highlight any word (or phrase) that you are unfamiliar with. Then, as a group discuss what you think the meaning of the word is, using context clues. Next, look it up and write the dictionary definition of the word on the chart. Add the definition to the margin of your text so that you have it for future reference.

NOTE: If a previous group wrote a word that you identified, you do not have to add it. Instead, include a different word/definition.

Annotation Station 2: CENTRAL IDEA



Draw a **rectangle** around the what you believe is the author's Central Idea. Underline the important details that support this idea. Next, with your group, decide what you believe is the Central Idea of the text, and write it on your chart paper. Include the paragraph number where you identified the supporting details.

NOTE: Be sure to leave room for your peers to write their response.

Annotation Station 3: STRUCTURE OF THE TEXT



Re-read paragraph of the text. **Think about how paragraph helps contribute to your understanding of the central idea of the text.** With your group, decide on and write your response on the chart paper. Use specific details to support your answer.

Note: If your answer is similar to another groups, you must add, “I agree with Group 1, because...” and include your reasoning.

Annotation Station 4: Author's Point of View



The author shares his/her point of view through the words they use, the examples they give and the reasons they provide. Draw an **arrow** next to any evidence that demonstrates the author's point of view. Next, with your group, write on the chart what you think the author's point of view is and decide on the 3 best pieces of evidence that supports that point of view and write it on the chart the paper.

NOTE: Since you will likely have multiple pieces of evidence, use some that are different than your peers. If you have a piece of evidence that is the same, include "We agree with Group 1 because..." and include your reasoning.