



# **Individual v. Collective & Close Reading/Annotation**

Monday, January 29th



# First Paper Assignment Notes

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- ✗ “Train of thought” text
- ✓ Establish a throughline
- ✓ Tell me what you are going to do, do it, and tell me what you did
- ❖ Language (next time)



A close-up photograph of a person's hands holding an open book. The book is open to two pages of text, which is slightly blurred. The person's hands are visible, with fingers gripping the edges of the pages. The background is dark and out of focus. Overlaid on the lower half of the image is a large white text question, and at the bottom is a solid orange bar with white text.

# **What types of close reading techniques did you use?**

Mathews, 2016

# Main Points to Pull from a Text

What argument(s) is the author making?

What evidence/reasons did they use to support their arguments?

# Close Reading/Annotation Activity

- Annotate the extract from Mathews. Focus on 1) the argument the author is making, 2) the support/evidence they are using, and 3) any questions/comments you have
- Trade your annotation with a partner
- Comment on your peer's annotations – how they analyzed the text AND how they stylistically annotated the text
  - Respond to questions & add comments, noting the annotation technique
- Share: what are techniques you'd like to try out this semester?

# **Creating a class list of close reading/annotation strategies**

<https://docs.google.com/document/d/1peThlgmbhmpQlvZNHGA5Q0TEuVzKmGU5wdlhl5WQXas/edit?usp=sharing>

# For Next Time

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- Read & Skim Stitzlein, 2017 - Chapter 8, Citizenship Education
  - Read p. 163 – p. 168 (Abstract, Intro, Defining Citizens & Citizenship Education)
  - Skim Defining Habits – Cultivating Habits in Schools