**Encouraging Active and Purposeful Reading Through Annotation**

I have students do focused annotations in 5 steps.  Reading in this manner takes a lot of time at first, but once they practice this until December—for those who take this seriously—it not only becomes second nature, but also much faster.

1. Students must, on their own, break down the assigned text into sections.  If one student chooses 4 and another 9, I will tell them they are both correct as long as they can logically explain why they grouped different areas of the text together.
2. I then have them label each section with the following template:

*In the section (author's last name) is (rhetorical verb) (identify what s/he is doing).*

This second step is super important because it sets up topic sentences for their essays, and it’s the labeling of rhetorical strategies. **Note:** Rhetorical strategies and rhetorical devices are different, and it's important kids know this.)

e.g. *In this section Chavez is contrasting the benefits of nonviolence with the destruction of violence.*

1. Students focus on annotating rhetorical modes down the right side of the text.  Whenever they experience a new mode, even if it's within a paragraph of a different mode, they must label it. This is important because this helps them to identify rhetorical functions of different areas of the text.

(Modes*:  Narration, Description, Process Analysis, Definition, Compare and Contrast, Cause and Effect, Exemplification, Classification and Division*)

1. Students label argumentative parts (based on Oration elements) down the left hand side. Even if the argument doesn't follow the typical Oration format, it definitely has Oration elements in some order.  This is important because if students can find the parts, they then will know the argumentative purpose of the section.

(Oration Elements: *Exordium, Narration (Background), Partition (Forecast and Thesis), Confirmation (Support), Refutation (Considering Counterarguments), Peroration (So What?) )*

e.g. If a student labels something as the *Exordium*, s/he knows that in some way the author is trying to engage the reader, so the student can then more accurately ask, "In what way am I being engaged? Shock, mystery, anger, humor, common experience, etc?"       Or, if s/he can label areas of *Refutation*, the student knows that the author is "Challenging the opposing view for the purpose of embracing the qualms of the audience."

1. Students must document organizational relationships once they have completed reading the text. **Note:** this step is something I practice at the beginning of the year, and I hope this intrinsically continues to happen as the year moves on. Students **DO NOT** have time to really do this on exam day, or any other day for that matter. I just want students seeing paragraphing relationships and functional organization.
	* + Write a sentence that establishes a relationship between each paragraph—or section from step 1—and the one that follows. Use this template:

*Paragraph/Section (#) relates to Paragraph/Section (#) in that (explain the relationship.)🡨These should NOT be long explanations. No more than 2 sentences.*

* Once you have completed the above, finish by writing a sentence that establishes a relationship between the intro paragraph/section one and the conclusion/ final section. Use this template:

*The introduction relates to the conclusion in that (explain the relationship.)*

1. Lastly, if students notice other elements (lit/rhetorical terms and devices, syntactical structures) they may mark them, but I don't obsess over it.

(The devices I have them typically search out, or would hope they will search out can be found on the *Rhetorical Device* assignment found earlier in this resource packet.)