Marking the Text and Writing in the Margins

Using Common Core to go underneath the “Tip of the Iceberg”
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**CCSS Anchor Standards**

RI 1--Read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific evidence when writing or speaking to support conclusions drawn from the text.

RI 8--Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
I will be able to determine what the text says explicitly and implicitly by citing and evaluating evidence through the strategies "marking the text" and "writing in the margins."
Before we Begin

- Use DOK Levels
- Scaffold
- Think differently about how to approach a text
  - Pre-reading strategies?
  - Vocabulary?
  - Generic reading strategies?
- It's tempting to go beyond the letter, but we can honor the letter by letting MLK lead the students.
Marking the Text

- Number the paragraphs.
- Circle key words/terms, cited authors, or numbers.
- Underline the author's claims and other information relevant to the reading purpose.
Writing in the Margins

- After reading the article and Marking the Text, the students will venture through the text again and Write in the Margins.
- There are six strategies.
6 Strategies at a Glance

Writing in the Margins: Six Strategies at a Glance

Visualize

Summarize

Clarify

Connect

Respond

Question

<--see handout
Before we dive in...

This lesson, with this text, could easily take six to eight days to complete. For today's purposes, we're going to assume you can Mark the Text but you need more help Writing in the Margins. The AVID book Critical Reading goes much deeper than I'm venturing today.
Conclusion

Today, we determined what the text says explicitly and implicitly by citing and evaluating evidence through the strategies "marking the text" and "writing in the margins."
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