

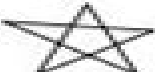
ANNOTATION GUIDELINES

HOLLEY- Reading 96/97

Annotation is the act of “talking” to the text as you read it. Though you may not be speaking out loud, you will be writing/taking notes about what you are reading as you are reading it*.

1. Underline or highlight any unfamiliar words. Later you can come back and write a synonym or brief definition of these words in the margin.
2. Underline main ideas the author presents. Also note supporting details with arrows or other symbol to show connection to main idea.
3. Make brief notes in your own words about the main idea of each paragraph; time consuming but useful, especially for writing summaries of essays or articles.
4. Use numbers to indicate steps in a process, lists, important details, etc.
5. If a something in the text causes you to ask a question, make a note of it in the margin. *(make sure to also write down your question!)*
6. If something in the text causes you to have a comment, make a note of it in the margin. *(make sure to also write down your comment!)*
7. Finally, create your own consistent method of symbols to use while annotating. See examples below.

**For some, annotation is more effective if notes are taken after a selection is read through once. Example: While reading a novel, annotate for important events, characters, etc. after you have finished a chapter. Post-It notes are helpful for this!*

	Use arrows to point out important ideas, main points, or to connect ideas together	!	To show surprise or disagreement
	Use stars to highlight interesting points	LOL	To show humor or amusement
?	To indicate a question	WARNING: You must write down questions and comments as you go along. DO NOT simply rely on your symbols to help you remember.	

ANNOTATION or “talking” to yourself as you read is a helpful strategy to keep yourself engaged while reading. It gives you a purpose even when reading something that is not very interesting to you. If you notice that you haven’t made notes while reading a text, this is a good indication that you haven’t been giving the reading your full attention and that you need to go back and re-read.

Annotation Guidelines Holley Reading 9697

**R.R. Bowker Company. Department of
Bibliography**

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Patterns of Analysis Holly Durham, 2025-12-29 In today's rapidly changing world the ability to think critically and analyze complex texts is more essential than ever. Yet too often students struggle to bridge the gap between creative expression and analytical rigor. *Patterns of Analysis* provides a revolutionary approach to teaching analytical reading and writing, one that seamlessly integrates grammar and literary analysis to empower students to engage deeply with texts across genres. Grounded in a descriptivist lens, this book offers concrete entry points into analysis through grammar patterns, helping students move beyond formulaic responses to develop their own insightful interpretations. With adaptable lesson structures, scaffolded invitations to think critically, and strategies that encourage autonomy, *Patterns of Analysis* ensures that every student, whether in middle school or high school, has the tools to confidently break down and articulate meaning in any text. Designed for flexibility, this resource supports educators working within existing curricula or developing their own, offering clear guidance on lesson planning, responsive instruction, and meaningful discussion strategies. Whether you're teaching fiction, nonfiction, or a blend of both, this book will transform the way students approach reading and writing, preparing them not just for academic success but for life. Perfect for English educators, curriculum designers, and anyone invested in fostering analytical thinkers, *Patterns of Analysis* is more than a teaching framework; it's an invitation for students to see the world through a critical, thoughtful lens.

Quick and Popular Reads for Teens Pam Spencer Holley, 2009 Compiles and annotates YALSA's Popular Paperbacks for Young Adults and Quick Picks for Reluctant Readers. Includes theme lists.

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Forthcoming Books Rose Arny, 1998

[Information Literacy Collaborations that Work](#) Trudi E. Jacobson, Thomas P. Mackey, 2007 The goal of this book is that the contents will spark an idea that would be ideal for your setting. Ultimately, the varied and distinctive approaches to information literacy illustrated in this book may lead to a dialogue among faculty, librarians, and administrators about the transformative impact of collaboration on student learning.

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The American Catalogue ... July 1, 1876-Dec. 31, 1910, 1941 Hoping to avoid the worry of caring for a valuable object, Miss Teaberry gives away the locket her cat finds in the garden, only to find herself enmeshed in a situation of escalating chaos.

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