



SLPS CLOSE READING ANNOTATION SYMBOLS

| SYMBOL | WHAT THIS SYMBOL REPRESENTS | WHAT TO WRITE IN YOUR ANNOTATION |
|---|---|--|
| + | I agree with what the text/author says here. | Explain why you agree with the text/author. |
| - | I disagree with what the text/author says here. | Explain why you disagree with the text/author. |
| * | Important information, key ideas/concepts. | Summarize or paraphrase the important information/ideas. |
| ! | Information you find interesting, hard to believe, or surprising. | Reflect/Explain what about the information was interesting or surprising to you. |
| ? | Information that confuses you or doesn't make sense or about which you are curious. | Compose a question to express what confuses you or what you are curious about. |
| = | Information that reminds you of something you have read, heard, seen, or experienced before. | Discuss the connection you are making between this information and information previously read, heard, seen, and/or experienced. |
| (| Places where you notice the author is doing something unique/deliberate/interesting in their writing (craft/style/conventions). | Comment on author's craft. What specifically are they doing here that stands out and how does this help convey their message more clearly? |
|  | Put a box around words with which you are unfamiliar or are key content words. | Use context clues to form your own definition or look the word up to find a formal definition. |
|  | Put a circle around transition words (but, instead, however...). | How does this transition word signal a shift? |
| [] | Bracket main ideas. If several lines are important, draw a line down the margin to indicate the section of text. | In your own words, summarize the main idea in the margin. |
| ~~~~ | Place a squiggly line under examples of positive connotation. | How does this word choice indicate positive connotation? |
| ---- | Underline examples of negative connotation. | How does this word choice indicate negative connotation? |
| S | A symbol is a literal thing that also stands for something else (flag, cross, flame). | What does the symbol represent? How does this help you discover new layers of meaning? |
| I | Imagery includes words that appeal to one or more of the five senses. Imagery is important in understanding an author's message and attitude. | What senses does this imagery appeal to? |
| F | Figurative language includes things like similes, metaphors, and personification. | What type of figurative language is used in the text? How does it reveal deeper meaning? |
| T | Tone is the overall mood of a piece of literature. | What is the mood of this section of the text? |
| TH | A theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society, or human nature. | What universal theme is indicated in the text? |

Every annotation has **THREE** elements: a highlight, a symbol, and a sentence.

- Highlight:** Highlight **words/phrases** that catch your attention in the ways described above. Highlight **ONLY** the **crucial** words/phrases. Do **NOT** highlight entire sentences/paragraphs!
- Symbol:** **Why** did you highlight what you highlighted? Put a **symbol** from the chart above.
- Sentence:** Closely reading a piece of text does you no good if you later forget **why** you made your highlights. The symbols will help remind you, but they are not enough! You **MUST** write a **sentence** to go along with your symbol. If a passage was confusing, write down a question. Making a connection? To what are you connecting this information? If you agree/disagree with an author, write *why*. Do not write phrases like "Wow!" or "This is interesting!" Be **specific**!