

Marking the Toyt



"Marking the Text" is an active reading strategy that asks students to think critically about their

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key terms, and underlining information relevant to one's reading purpose. With pencil in hand, students focus on what is being said in the text, leading to increases in comprehension and

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ook) is support. Help your students learn by modelling now.	
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for directly marking on the text. Whether working with	,
consumables or non-consumables. it is necessary to find ways	
or students to actively mark the texts they read.	
Students need to focus on the texts they read and they need	
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Marking the Text

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idegs on the handout evoilable to students in some other way

• Explicitly teach how to identify and number paragraphs. Try

you can have students check each other's numbers to ensure they are numbering each paragraph accurately.

identify claims, evidence, and other relevant information.

 Model for students how to mark the text using a document camera or overhead projector. Mark a section of the text and

analyze and evaluate in order to reduce the amount of text they have to read at one time.

purpose.

Engage students in various cognitive exercises. Ask questions

and "Why would readers want to use this strategy?" Other wooful questions include "How should we tor instance mark or chart this text?" and "How could you use this strategy in English or Riology?"

Create opportunities for students to learn this strategy in small aroung Students can mark texts together or they can discuss how and why they marked a particular section of a text

taging that you or your collegance have developed and implemented

				
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	reference so ye	ou can easily refer to specific	sections of the text.	
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paragraphs.

the section you are planning to read. Start with the number one and and circle the number; write it small enough so that you have write in the margin.

2) As with page numbers, paragraph numbers will act as a reference

2. Circle key terms, cited authors, and

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other information

Concerns Explanations

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Hypotheses "If-Then" states

Figure C.

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This Strategy has three distinct marker

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peopie, piaces, and things.

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- Concrete nouns
 - Names of characters.
- Names of places
- Vocabulary
- Word choice
- Diction

5. <u>Unuerine</u>

withe reading inchonar texts (i.e. movers, short stories, or poems), read carefully to identify information that is relevant to the reading task.

Descriptions

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Marking Argument

Numberine Paragraphs and Circling Key Terms

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the reading nurnose for the excernt. Without a reading nurnose, young readers—especially those

AVID Weekly

Don't Compromise the Safety of Biotech Drugs

By Bryan A. Liang

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1) The comparison is worth keeping in mind as the debate heats up over follow-on" biologics Biologics are today's most advanced medicines fully tested biotechnology protein

In this passage,

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reader circle

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Law, and co-director of San Diego Center for Patient Safety at the University of California

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Purpose:

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Marking the Text

HIEC HEW MAIKS TO CONSIDER.

[Reacket] information

Students should use brackets to isolate relevant information

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Box words when circling

Sometimes readers need to keep track of two different types of words or ideas. For example, a reader might choose to circle key terms and keep track of an author's use of descriptive language.

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Marking the Text

comprehension of chancinging texts. PROGRAMMENT TO THE STREET STREET, STRE toxts under a document camera and have them discuss their markings. This activity builds confidence and validates the work happening in the classroom. Call on volunteers to lead a marking the text exercise. Using ract of the students in the class watch and mark their texts overlooked or misunderstood. As students master this skill they will need less guidance. Provide a reading purpose, but do not provide specific directions on how to mark the text. Eventually, students

mot provided by the teacher. Once students

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	to all academic classes. This drill in transferable to all academic classes
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