

## How to annotate reflections for Independent Reading Books (IRB)

When you read your independent reading book (IRB), consider the following close reading strategies possibilities listed below and the points to reflect upon when you are assigned to write using one of the strategies: Journal or DED or Post-It (or Notes in personally owned book) or owning your own book:

- what is the story about for each chunk of pages you read for an entry in a very brief summary/ bullet form
- what quote(s), line(s), or concept(s) is/are especially meaningful to you; why is it /they significant or poignant....*(this point is particularly important; be sure to select several quotes, least one for each section of reading assigned (they may be used as support/evidence for an essay))*

Then work in thoughts on the following points at an appropriate time. All to be used by the end of the novel:

- what do you know already about the subject either locally, nationally, globally, or historical
- how does this subject, content, or its characters relate to other kinds of books or media or to you and your life or people you know
- what are you curious about....what are foreshadowings
- what do you think of the characters or personalities....their relationship with other characters; how do you see them changing or affected by what is happening; how do they contribute to the tone and theme(s) of the text?
- what are your personal feelings, reactions to text, characters, or the way the author is writing
- what are the themes and how developed—ideas about life and how to live it? How does setting contribute to the major theme(s)? Does the character/s change/s because of what he is coping with, discovers what matters, grows up, is lonely or under pressure? Does he learn from pride, prejudice, choices, conscience, competition, responsibility, religion, war, family, love, survival? Do the lessons come from power of shame, truth, lies, friendship, nature, society, etc?
- how does the structure correspond to the overall meaning of the text? diction contribute to the development of theme(s) in the text? Point of view affect reader's understanding of conflict
- what are the notable style characteristics of the author: use of figures of speech, syntax, imagery, etc. and how they convey tone and meaning? what effect on the reader?

One of these close reading strategies for reflection will be assigned for each book that you read:

If you Own Book: Highlight, write comments in your book

- **Journal:** On a piece of lined paper or keyboarding record the page # and the significant thought from above, including why the thought was meaningful. Use a quote and brief summary of previous pages. Continue recording on that paper until it is filled. You should have an entry every 10-15 pages/ 5-10 pgs. If the book is less than 150 pgs
- **DED/T-Chart:** Create 2 columns when word processing or fold a lined paper in half for hand recording. The Left column corresponds to the left side of our brain for the logical, technical, or absolute information the author writes in the novel; on this side record something specifically from the text that struck your interest: quote and brief summary of previous pages. The Right side is for Reaction and corresponds to our creative or interpretive side. On this side record one of the above suggestions or some thought of your own. Every 10-15 pages/5-10 pgs. if the book is less than 150 pgs. make an entry.

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Sample DED (double-entry draft) or T-Chart

| Left : logical- text info, main idea, quote, paraphrase of plot, concept (p#)   | Right side is for reaction, interpretive, connections, analysis   |
|---|---|
| <p>“Seven dollars and seventy-seven cents.’ Novalee tried to jerk her hand back, but before she could, the coins dropped onto her palm.<br/>         ‘No,’ she shouted as she flung the money across the floor.<br/>         ‘No.’ Dizzy, she staggered as she turned and started running.<br/>         She knew he was gone, knew before she reached the door. She could see it all, see it as if she were watching a movie. She could see herself running, calling his name- the parking space empty, the Plymouth gone.” pg. 16</p> <p><u>(Where The Heart Is</u> by Billie Letts)</p> | <p>At first I was confused because in the beginning of the book she explained how she'd always had bad luck with the number seven, but I didn't understand at first why she had started screaming 'no' in the middle of Wal-Mart. But as I read further I understood it better. I was kind of amazed that she had predicted that Willy Jack would leave her. Like where it says: 'She knew he was gone, knew before she reached the door.' At this point I wondered: If she knows he's gone why continue to move toward the parking lot if all it's going to be is a bigger disappointment? And if she had a bad feeling about him leaving her why would she leave and give him the chance to get away?</p> |
| <p>"<i>The Master Tutor</i> works because it leads to tutees who are better learners, not tutees who get more answers from their tutors" (MacDonald, preface). p. 8</p> <p>So what this means is that when there is a model example then students learn to think from that and not mimic what the teacher says, thinking the teacher has the right answer.</p>  | <p>An interesting statement. Now that I read it, it makes a lot of sense. I've always thought that I should be the one with the answers. It looks like maybe I have something to learn. . . They need to discover the answers and ideas to explore. My responsibility is to ask questions to head them in the right direction. They need to take ownership of their education, just as I took ownership of mine long ago.</p>   |
| <p>On this whole page was a very gory and detailed description of the death of Selden. His head was smashed in and his body was in a curl.<br/>         (Hounds of Baskerfield) p. 121</p>  | <p>Reading this page left me with feeling of horror and disgust. My big question that I would like to impose upon on this is how can a refined British man be able to write in great description about something as hideous as this death. Reading that page sent shivers up my spine let alone the spines of Watson and Holmes. I find it very interesting how in books like <i>Hlunger Games</i> and the <i>Red Badge of Courage</i> the main characters usually end up dying. It is crazy and stupid, but it does add more to the story despite its grotesque feel.</p>  |

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5. (pg. 74-94)

In 20 pages, Maya's life took a bad turn after Popo's death before she ran away to Chiloé. She started skipping classes, smoking Marijuana, and dealing drugs. Maya was raped by her soccer coach and rushed ahead, eager to lose her virginity. Because Nini was on antidepressants, she didn't notice the downfall in Maya's behavior until she was well into trouble.

5. Maya and her friends, Sarah and Debbie, went through issues that are very prominent in today's society. About 3% of the world's population suffers from bulimia. Although that doesn't seem like a lot, if you think about how many people are in the world and then how many people that is, it should leave you unsettled. 1 in 3 women suffer from domestic violence on a daily basis, just as Debbie did. The issues that Maya and her friends are going through are real, prominent issues that need to be addressed. These teenagers are not developing healthy habits, and they don't have anyone to tell them so. When reading about situations as these, they seem so far away and, but if you were to get a first-hand look on what these issues look like, I think your perspective would shift. I am quite close with a girl who suffered such severe anorexia she was taken to the hospital and remained there, on life support, as they slowly introduced the concept of food to her. These are issues you can read about in books and articles, hear about on the news, and see real people who have suffered on television. Now more than ever are eating disorders, domestic violence cases, and rape cases becoming common. Maya's Notebook is just one more place you can hear stories about people suffering from these issues.

**Post-It:** Every 10-15 pages/5-10 pgs. If the book is less than 150 pgs. find something significant or important from above prompts or your own thoughts and record it on a sticky note, 3x5 card, or small piece of paper with page # and slide it in between the book pages. *To do the brief summary/bullets, try a sticky at the end of each chapter.* You may want to do the summary sticky every 10-15 pages, along with your annotation note.

Example: using the above MacDonald Preface of book note:

**There is a bunch of writing on each page in your book. If you own your book you can highlight or underline the sentence or thought that is important-- like:**

***The Master Tutor works because it leads to tutees who are better learners, not tutees who get more answers from their tutors***

**The page # will be at the bottom or top of the page 8**

An interesting statement.  
Now that I read it, it makes a lot of sense. I've always thought that I should be the one with the answers. It looks like maybe I have something to learn. . . .

## How to annotate reflections for Independent Reading Books (IRB)

This sticky note (post-it) reveals your annotated thoughts.

If you do not own your book then you will have to do **two-three stickies** :

one for the summary, if not done at the end of the chapter,

one for the quote itself:

and one for the annotated response

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