Marking the Text
AVID Teacher Reference

Number the Paragraphs
1. Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indentation and circle the number; write it small enough so that you have room to write in the margin.
2. Like page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

Circle Key Terms, Names of People, Names of Places, and or Dates

In order to identify a key term, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original (unique) way
- a central concept or idea
- relevant to one’s reading purpose

Underline an Author’s Claims

A claim is an arguable statement or assertion made by the author. Data, facts, or other backing should support an author’s assertion. Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end)

Underline Relevant Information

While reading informational texts (i.e., textbooks, reference books, etc.) read carefully to identify information that is relevant to the reading task. Relevant information might include:

- A process
- Evidence
- Definitions
- Explanations
- Descriptions
- Data/Statistics

---

1 Marking the text is a strategy used by the Department of Rhetoric and Writing Studies at SDSU.
2 For more on this definition see Stephen E. Toulmin’s, The Uses of Argument (11-13).
# Writing in the Margins: *Six Strategies at a Glance*

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

<table>
<thead>
<tr>
<th>Visualize</th>
<th>Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas.</td>
<td>Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.</td>
</tr>
<tr>
<td>When visualizing, ask:</td>
<td>Summaries will:</td>
</tr>
<tr>
<td>- What does this look like?</td>
<td>- state what the paragraph is about</td>
</tr>
<tr>
<td>- How can I draw this concept/idea?</td>
<td>- describe what the author is doing</td>
</tr>
<tr>
<td>- What visual and/or symbol best represents this idea?</td>
<td>- account for key terms and/or ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarify</th>
<th>Connect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text.</td>
<td>Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text.</td>
</tr>
<tr>
<td>In order to clarify information, you might:</td>
<td>While reading, you might ask:</td>
</tr>
<tr>
<td>- define key terms</td>
<td>- How does this relate to me?</td>
</tr>
<tr>
<td>- reread sections of the text</td>
<td>- How does this idea relate to other ideas in the text?</td>
</tr>
<tr>
<td>- analyze or connect ideas in the text</td>
<td>- How does this relate to the world?</td>
</tr>
<tr>
<td>- paraphrase or summarize ideas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respond</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.</td>
<td>Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader.</td>
</tr>
<tr>
<td>Readers will often respond to:</td>
<td>While reading, you might ask:</td>
</tr>
<tr>
<td>- interesting ideas</td>
<td>- What is the author saying here?</td>
</tr>
<tr>
<td>- emotional arguments</td>
<td>- What is the author doing?</td>
</tr>
<tr>
<td>- provocative statements</td>
<td>- What do I understand so far?</td>
</tr>
<tr>
<td>- author’s claims</td>
<td>- What is the purpose of this section?</td>
</tr>
<tr>
<td>- facts, data, and other support</td>
<td>- What do I agree/disagree with?</td>
</tr>
</tbody>
</table>
3.13: Inquiry in Tutorial

Costa’s Levels of Thinking

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.

3—Applying
(Off the Page)

Evaluate
Judge
If/Then
Generalize
Predict
Hypothesize
Imagine
Speculate
Forecast

2—Processing
(Between the Lines)

Compare
Sort
Infer
Contrast
Distinguish
Analyze
Classify
Explain (Why?)

1—Gathering
(On the Page)

Complete
Identify
Recite
Define
List
Select
Describe
Observe