

# Technology

**Research Basis:** When readers engage with a text more actively, they comprehend it more deeply (Harvey, 2000). Marking a text is one method for facilitating this deeper, more active comprehension. Teachers can more effectively model abstract thinking process by annotating as they think aloud. Students can then have focused opportunities to follow the teacher model by adding their own highlights and making their own notes about questions, important parts, opinions, connections, and so on. Annotating texts is a strategy that not only supports retention and synthesis of information, but can also be used by teachers to provide insights into students thinking (Harvey, McAuliffe, Benson, Cameron, Kempton, Lusche, Miller, Schroeder, and Weaver, 1996).

## Mark-Up Text Routine

**Purpose:** Having students interact with text reinforces their comprehension and acquisition of reading skills.

- 1. Preview the text.** Download the appropriate **Mark-Up Model** file from [NGReach.com](http://NGReach.com).
  - If you are working on an interactive whiteboard, ensure that the appropriate interactive whiteboard software is installed on your computer. Then download the Notebook file for a SMART™ board or Flipchart file for a Promethean board.
  - If you use a computer and projector, you can project the PDF file onto a chalkboard or paper where students can mark up the text.
  - If you use an overhead projector, copy the PDF file pages onto acetate to create transparencies. Project them onto a chalkboard or paper for students to mark.
- 2. Prepare your tools.** Preview the lesson to see what tools you will need for the **Mark-Up Model**. For example, on an interactive whiteboard, make sure that the highlighters are set to the colors needed for the lesson.
- 3. Read aloud the Mark-Up Model.** Display the lesson and read the selection text aloud.
- 4. Conduct the lesson.** Involve students in a variety of ways:
  - Assign a different student to mark each step of the lesson.
  - Have one set of partners mark up one screen and then have different partners mark the next.
  - Assign highlighter colors to different students. Have the class offer answers while the student with the appropriate color makes the marks.
  - Have the student marking the text choose the next student to mark the text.

Regularly remind the class to copy the marks onto their **Practice Masters** to serve as a model for their independent work.



## Mark-Up Text Routine, continued

5. **Have students mark the Mark-Up Reading.** Have students read the remaining **Mark-Up Reading** on the **Practice Masters** independently. Then have them work with partners to follow the model and mark up the reading.
6. **Close the Mark-Up Model file.** If you are using the Notebook or Flipchart file, choose how to close the file.
  - To save the marks the students made during the lesson, save the file with a different name.
  - Close the file without saving to keep an unmarked version of the file.If you need a clean file for future lessons, download it from **NGReach.com**.
7. **Review students' notes.** Look through the **Mark-Up Reading** to determine if students comprehend the skill. If students are highlighting too much text or the wrong text, offer the **Reteaching Masters** that align with the skill.

For more technical assistance, see the user guide on **NGReach.com**.

