**Goal 1 Intervention:  *Text Marking***

According to research, students are able to gain a deeper understanding of text and engage more fully with rigorous material when they employ the critical reading process including marking the text..[[1]](#footnote-1)

***What is it?***

* Connects class reading to a “Purpose for Reading”
* Students identify and define unknown vocabulary
* Students make marks on their text to stay connected to the reading purpose
* Students break text into chunks of manageable size

***Where is it done?***

* In the body of Cornell notes, as part of the revision process
* While reading a text selection
* While reading a textbook (use sticky notes for marks)
* While reading test questions or directions

***Why is it done?***

* To highlight the major points from the original text
* To organize information presented in the text
* To prepare for discussion of, writing about, or presentation of the text

***When is it done?***

* After taking notes, to identify main ideas and key words from the lesson
* During a test or assignment to understand directions
* While reading a section or chapter of text (***blends well with summary writing!****)*
* While reading an article or current event
* While reading a text to prepare for Socratic Seminar or Philosophical Chairs Debate
* As the “***K***” and/or “***W***” column in a KWL activity

***How is it done?***

* **To read critically:**
1. **Identify the Purpose for reading**
2. **Pre-read for vocabulary and skim the text**
3. **Mark the text**
	* **Number the paragraphs**
	* **Underline main ideas**
	* **Circle key words that the author chose to emphasize a point**
	* **Write an asterisk beside unknown vocabulary (define in the bottom margin)**
4. **Summarize chunks of text in the margins**
5. **Extend beyond the text
(write an essay or response, rhetorical précis, chart the text, have a discussion, debate, or Socratic Seminar)**
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