

HOW DOES THE USE OF ANNOTATION AFFECT READING COMPREHENSION
IN THE PRIMARY GRADES OF IMMERSION EDUCATION?

By

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A capstone submitted in partial fulfillment of the requirements for the degree of Master
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Project Overview

This capstone project is developed to support students' reading ability and comprehension. I want to improve my students' interaction with texts. I hope for students to not just passively read but to actively engage in their reading which will lead to a deeper understanding and better comprehension. The purpose of this capstone project is to address the following research question: *How does the use of annotation affect reading comprehension in the primary grades of immersion education?* Through my research and literature review I found that annotation of text has a positive effect on promoting students' reading ability including improving reading comprehension, supporting student participation in discussions and improving students' reading confidence.

Annotation of text slows down the reading process and creates opportunities for students to intentionally use those cognitive strategies modeled by their teacher. It supports students in their text discussions because they have a visual reminder of the thoughts they had while reading that they can share in a discussion. Language learners need visuals to improve their understanding and short phrases or notes to spark and support the sharing of their ideas in another language. This visual representation of annotation of text is a key that allows language learners in immersion programs and in general to participate in conversations about texts.

I used this research to add the strategy of annotation of text to my district adopted reading curriculum. This will serve as a guide for implementing annotation of text for the 2nd grade team in my building and also in the other five elementary schools in my district. The curriculum's daily lesson plans are still followed per required by the district. The first three units have been enhanced with annotation of text activities. The annotation

learning activities added to the Making Meaning curriculum follow the three phase transactional strategy instructional method by including teacher modeled use of the cognitive strategie of annotation of text before providing scaffolding to slowly release the responsibility of the strategy over to the students. Students are given many opportunities for guided and partner practice before trying the strategy on their own.

Annotation of text learning activities will support the reading strategies taught in the first three units of the district's reading curriculum instead of being completely separate activities. Thus the annotation activities do not take extra time to teach. In the first two units the curriculum focuses on making text-to-self connections. In the third unit the reading strategy taught is visualizing. The first part of each unit of the project gives the standards and desired results of the unit from the Making Meaning Curriculum guide. The second part of each unit is a table that explains the annotating learning experiences. Under the resources section is the title of the story and if it is a physical book, smartboard slide, or SeeSaw activity. The next column includes the goals of the curriculum and annotation activities. The annotation of text skills are highlighted in yellow. Finally, each specific annotation activity is detailed and explained under the annotation column.

In the first unit, students are introduced to the concept of annotation of text by the teacher verbally describing the importance of being active while reading and modeling how to be actively engaged with what one is reading. The teacher introduces the hand sign for making a text-to-self connection while reading and students participate in guided practice of using the hand sign to signal a connection they have with the book. Students begin to take notes as the annotating activity in the second unit. Lastly, in the third unit students begin to mark up a text for the annotating activity. At the end of the three units,

students will be able to show that they are actively reading with the use of hand signs, organize their thoughts they had while reading in a table, and mark-up a text to remember important words and their favorite parts. All three of these skills will help students' comprehension and support them during text discussions. The skills taught in these first three units can continue to be utilized and practiced in the rest of the reading curriculum's units of second grade.

Grade 2 Making Meaning: Unidad 1 – La comunidad de lectores / The Reading Community	
Department: Spanish Immersion Language Arts – Making Meaning	
Grade Level: 2	Approximate Length of Unit: 3 Weeks
STAGE 1 - DESIRED RESULTS	
Standards (Established Goals): <u>WRITING:</u> <i>Research to Build and Present Knowledge:</i>	
<ul style="list-style-type: none"> ● 2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question. 	
<u>Reading: Literature</u> <i>Key Ideas and Details</i>	
<ul style="list-style-type: none"> ● 2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ● 2.1.3.3 Describe how characters in a story respond to major events and challenges. 	
<i>Craft and Structure</i>	
<ul style="list-style-type: none"> ● 2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	
<i>Range of Reading and level of text Complexity</i>	

- 2.1.10.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING, VIEWING, LISTENING and MEDIA LITERACY

Comprehension and Collaboration

- 2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts being discussed).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - d. Cooperate for productive group discussion.

Presentation of Knowledge and Ideas

- 2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions

- 2.10.1.1 Demonstrate command of the conventions of standard *target language* (*Spanish*) grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., group)
 - b. Form and use frequently occurring irregular plural nouns
 - c. Use reflexive pronouns
 - d. Form and use the past tense of frequently occurring irregular verbs
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 2.10.2.2 Demonstrate command of the conventions of standard *target language* (*Spanish*) capitalization, punctuation, and spelling when writing.
 - c. Use an apostrophe to form contractions and frequently occurring possessives. (El uso de la palabra “de” para indicar posesivos en español.)

- d. Generalize learned spelling patterns when writing words
- e. Consult reference materials as needed to check and correct spellings. (La pared de palabras.)

KNOWLEDGE OF LANGUAGE

- 2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.
- 2.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.


ACTFL National Standards for Learning Spanish

Communication: Communicates in Spanish

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Essential Questions:

- How do I work responsibly within the community of readers of the class?
- What is my role in the community of readers?

Unit 1: Learning Experiences		
<i>Resources</i>	<i>Students will be able to</i>	<i>Annotation</i>
<p>Week 1 Boomer va a la escuela-smartboard slides Day 1, 2 and 3</p> <p>Maisy va a la biblioteca-powerpoint slides Day 4</p>	<ul style="list-style-type: none"> • Talk about characters’ points of view. • Establish personal connections with books. • Respond to comprehension questions using “Think, pair, share” • Learn routine for gathering as a reading community • Practice oral vocabulary, listening comprehension and observe fluency modeling from the teacher. • Discuss working 	<p>Instruction: While the teacher reads Boomer va a la escuela to the class, they talk about how they are actively reading.</p> <p>Show class the hand sign for “connection”</p>  <p>Teacher uses the sign while reading to make text-to-self connections to the book.</p>

	responsibly.	Day 4-Guided Practice: Encourage students to make the hand sign when they make a text-to-self connection with Maisy va a la biblioteca.
Week 2 La Asombrosa Gabriela Day 1, 2, and 3	Skill practice: Turning and talking with your partner/ Habla con tu compañero. <ul style="list-style-type: none"> • Learn routine for selecting books that are at their “just right” level • Practice oral vocabulary, listening comprehension and observe fluency modeling from the teacher. • Practice the reading independently routine (LDI) • Actively read with the use of hand signals. 	Guided Practice: Teacher makes text-to-self connections while reading the book and encourages students to make the hand sign when they make a text-to-self connection to the book.
Week 3 Marisol McDonald no combina Day 1, 2, and 3 Registro de Libros-Toma Apuntes in SeeSaw	<ul style="list-style-type: none"> • Begin routine of writing about books they’ve read in a reading log. • Skill practice: Turning and talk with your partner/ Habla con tu compañero. • Practice oral vocabulary, listening comprehension and observe fluency modeling from the teacher. • Show interest in what their partner says or shares with class • Talk about characters’ points of view • Practice the reading independently routine (LDI) • Actively read with the use of hand signals. 	Guided Practice: Teacher makes text-to-self connections while reading the book and encourages students to make the hand sign when they make a text-to-self connection to the book.

G2 Making Meaning: Unidad 2 – Haciendo conexiones / Making Connections

Department: Spanish Immersion Language Arts – Making Meaning

Grade Level: 2

Approximate Length of Unit: 4 Weeks

STAGE 1 - DESIRED RESULTS

Standards (Established Goals):

WRITING:

Text Types and Purposes

- 2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Reading: Literature

Key Ideas and Details

- 2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.1.3.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- 2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Range of Reading and level of text Complexity

- 2.1.10.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Integration of Knowledge and Ideas

- 2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Reading: Foundational Skills

Fluency

- 2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SPEAKING, VIEWING, LISTENING and MEDIA LITERACY

Comprehension and Collaboration

- 2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts being discussed).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - d. Cooperate for productive group discussion.

Presentation of Knowledge and Ideas

- 2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE

Conventions

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 - c. Use reflexive pronouns
 - d. Form and use the past tense of frequently occurring irregular verbs
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- 2.10.2.2 Demonstrate command of the conventions of standard *target language* (*Spanish*) capitalization, punctuation, and spelling when writing.
 - c. Use an apostrophe to form contractions and frequently occurring possessives. (El uso de la palabra “de” para indicar posesivos en español.)
 - d. Generalize learned spelling patterns when writing words
 - e. Consult reference materials as needed to check and correct spellings. (La pared de palabras.)

KNOWLEDGE OF LANGUAGE

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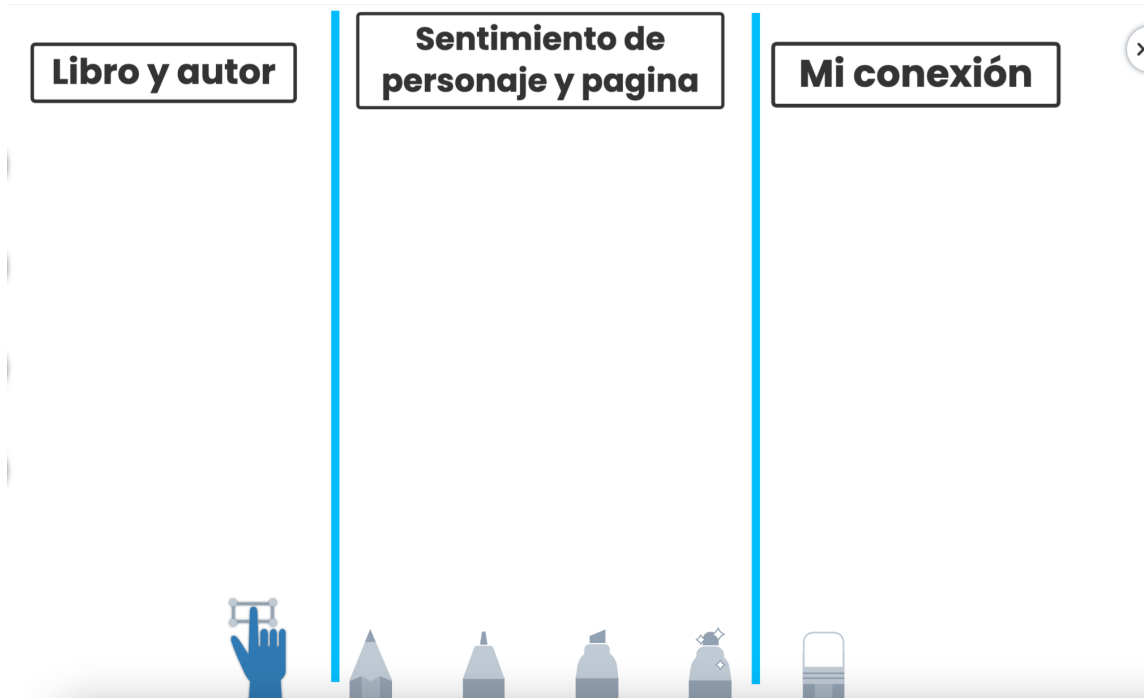
Essential Questions:

- How do I make text to self, text to text, and text to world connections with literature?
- How do I identify the message or moral of a story?

Unit 2: Learning Experiences		
<i>Resources</i>	<i>Students will be able to</i>	<i>Annotation</i>
Week 1 Ramon preocupon and Prudencia se preocupa- Books	<ul style="list-style-type: none"> ● Comprehend a story that’s read aloud to them ● Make personal connections to texts 	Week 1 Instruction/Modeling: I model the “Registro de libros. I use Prudencia se preocupa as my book. I fill out the name of the book and the author section first.
Week 2 Chrysanthemum and	<ul style="list-style-type: none"> ● Make text to text 	

<p>Owen- Books</p> <p>Week 3 Julius and Lily- Books</p> <p>Week 4 Willy y sus botines and Sergio- Books</p>	<p>connections between two versions of the same fable</p> <ul style="list-style-type: none"> ● Consider characters’ feelings and points of view ● Talk about the moral of a story ● Reference texts to support your ideas ● Compare two versions of the same story ● Answer questions to understand the key details in stories ● Continue procedures for gathering, “Turn to Your Partner”, Independent reading, and “Think, pair, share”. ● Participate in the reading community by working responsibly independently, with partners, and as a whole class. ● Write down and organize thoughts had while reading in a table. 	<p>Then while reading the book to the class I stop and fill in the section of how the character feels, including the page number. I then complete the section of a text-to-self connection of when I have felt the same way as the character. I explain that when I read I am actively connecting to the book and making these notes help me to understand how the character is feeling in the book and what is happening in the book.</p> <p>Week 2 Guided Practice: students practice filling out the Registro de Libros- with the teacher/students connections while reading Chrysanthemum and Owen.</p> <p>Week 3 Independent: Students fill out the Registro de Libros for Julius and Lily themselves. Teacher checks for understanding of concepts.</p> <p>Week 4 Independent: Now students use the books they read during independent reading time to fill out the Registro de Libros.</p>
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Table for organizing their thoughts and connections in SeeSaw.



G2 Making Meaning: Unidad 3 – Visualizando / Visualizing	
Department: Spanish Immersion Language Arts – Making Meaning	
Grade Level: 2	Approximate Length of Unit: 4 Weeks
STAGE 1 - DESIRED RESULTS	
Standards (Established Goals):	
<u>WRITING:</u>	
<i>Text Types and Purposes</i>	
<ul style="list-style-type: none"> ● 2.6.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 	
<u>READING: LITERATURE:</u>	
<i>Key Ideas and Details</i>	
<ul style="list-style-type: none"> ● 2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● 2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 	

- 2.1.3.3 Describe how characters in a story respond to major events and challenges.
- 2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Craft and Structure

- 2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

- 2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Range of Reading and level of text Complexity

- 2.1.10.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Fluency

- 2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
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Presentation of Knowledge and Ideas

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ACTFL National Standards for Learning Spanish


Communication: Communicates in Spanish

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Essential Questions:

- What words can help me visualize what is happening in the story?
- How do I identify the message or moral of a story?

Unit 3: Learning Experiences		
<i>Resources</i>	<i>Students will be able to</i>	<i>Annotation</i>
<p>Week 1 Un árbol es hermoso- Book Day 1 and 2</p> <p>Mi hermanito Day 3 Poem in SeeSaw</p>	<ul style="list-style-type: none"> • Review how to work well with your partner. • Review vocabulary that goes with each text. • Review what we know of poems. • Discuss how to visualize different texts and how to focus in on certain words to give you descriptions. • Practice “Think, pair, share” and respond to appropriate questions. • Read independently while using comprehension strategies learned in class so far. 	<p>Day 1 & 2 Instruction: Teacher models highlighting important words that help them visualize.</p> <p>Day 3 Guided Practice: Students highlight with the teacher the words that are important and help to visualize.</p>
<p>Week 2 El río y los pajeros Day 1 Poem in SeeSaw</p> <p>La ardilla Day 2 Poem in SeeSaw</p> <p>Pájaro carpintero Day 3 Poem in SeeSaw</p>	<p>Review several poems and practice the strategy of visualizing.</p> <ul style="list-style-type: none"> • Review new vocabulary for each poem. • Keep practicing “think, pair, share”. • Work on the idea that words help describe the setting of a poem or text. • Explore the alliteration and rhythm with each poem. 	<p>Day 1 Guided Practice: Students highlight with the teacher the words that are important and help to visualize.</p> <p>Day 2 and 3 Independent with a Partner: In pairs students highlight the words that are important and help to visualize. Students share with another classmate their highlighted</p>

	<ul style="list-style-type: none"> • Review how to work well with partners. • Work in the Libro del estudiante. • Highlight important words of a text. 	words and why they chose them.
<p>Week 3 Los pájaros de mi granero Day 1 Book in SeeSaw</p> <p>Noche y Mar Day 2 Poem in SeeSaw</p> <p>El sueño amanecido Day 3 Poem in SeeSaw</p>	<p>Listen and discuss an expository text.</p> <ul style="list-style-type: none"> • Continue to visualize texts. • Review vocab for the text. • Listen to parts of an expository text and work through concepts of comprehension including visualizing. • Mark their favorite part of a text to support discussions. 	<p>Day 1 Instruction: The teacher shows students the heart annotation sign. Teacher uses the heart to mark their favorite part of the book.</p>  <p>Day 1: Independent with a Partner: In pairs students highlight the words that are important and help to visualize. Students share with another classmate their highlighted words and why they chose them.</p> <p>Day 2 and 3 Independent: students highlight the words that are important and help to visualize. They also add a heart next to their favorite part of the poem. Students share with a classmate their highlighted words and heart. They explain why they chose them to another classmate.</p>
<p>Week 4 Un sillón para mi mamá Day 1, 2, and 3 Book in SeeSaw</p>	<p>Continue practicing visualizing texts for further comprehension.</p> <ul style="list-style-type: none"> • Review vocabulary for text. • Work with a partner to 	<p>Day 1, 2 & 3 Independent: students highlight the words that are important and help to visualize. They also add a heart next to their favorite part of the</p>

	<p>“think, pair, share” about what and how to create mental images of the assigned reading.</p> <ul style="list-style-type: none">• Visualize characters• Continue to reflect on positive work habits with partners.• Highlight important words of a text.• Mark their favorite part of a text to support discussions.	<p>poem. Students share with a classmate their highlighted words and heart. They explain why they chose them to another classmate.</p>
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References

Developmental Studies Center. (2015). *Making Meaning Grade 2* (3rd ed.). Center for the Collaborative Classroom.

Pre-K-1 CVES Readers Annotate Text to Make Meaning While Reading



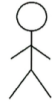
I have a **question** about this part of the text.



This is **important** and I have to remember it!



Underlining **important** words and/or phrases helps *me to better understand what I am reading.*



I made a **text-to-self connection.**



I **love** this part of the text and it is my favorite.



This is interesting!



FACT- this is **true** and can be **proven.**

