**Annotation and Questioning Guide**  
English & Library Department  
**Summer 2020**

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<th>Directions:</th>
<th>Annotate for the following:</th>
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| □ Choose a book to read from your grade level list. | **Contrasts & Contradictions**  
A character’s actions or thoughts are the opposite of what you would expect. |
| □ Annotate in your book (if you own it only), on post-it notes, on a bookmark, or a spiral notebook. Try to pull direct quotes from the text to support your annotation. | **Aha Moment**  
The moment when the character suddenly figures out something important that changes them or the plot. |
| □ Create at least 2 questions about the novel. You can use the question stems provided for you. | **Tough Questions**  
A point where the character stops and asks themselves a tough question. Usually, an “I wonder…” or “Why…” type of question. |

**Words of the Wiser**  
When an older and wiser character offers a life lesson of some sort to the main character.

**Again and Again**  
When an image, word, or situation is repeated so often that the reader wonders at its importance. This can also be a theme, life lesson, or even color.

**Memory Moment**  
A flashback or a pause in the story to reflect back on a memory. These moments usually hold important information, even if you don’t know it yet. You can also look at this in the opposite direction: foreshadowing. Is there anything you see that gives you a hint about what is to come?

**What should you expect in September?**  
You should expect to participate in a Socratic Seminar or Literature Circle about your grade-level book. You should use the annotations and questions you created over the summer to participate.
**What is a Socratic Seminar?**

A Socratic seminar is a disciplined conversation based on questioning, listening, and answering. In a Socratic Seminar, participants seek deeper understanding of complex ideas in a text through thoughtful discussion.

**Question Stems for Question Creation based on the Depth of Knowledge Wheel (DOK):**

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<th>Level 1: Recall</th>
<th>Level 2: Skill/Concept</th>
<th>Level 3: Strategic Thinking</th>
<th>Level 4: Extended Thinking</th>
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<td>Can you recall ___? Identify the setting of the text? Who are the main characters? How can you find the meaning of ____? How would you write ____? Can you identify ____? Who was ___? How would you describe ____? What is the meaning of ____? Who is the narrator? Where does the story take place? Tell about ____? How would you show ____? Who is/was ____? When did ____ happen? How would you explain ____? What might you include on a list about ____?</td>
<td>Which detail would best support the main idea that ____? What is most likely the purpose of this sentence/line? Explain how… Why does the author compare _____ to ____? What mood does the author create by using the idiom (or metaphor) ____? Based on the chapter, what conclusion can you make about? How is ____ related to ____? What is the effect of ____? Give examples of _____. Give non-examples of _____. Using context clues, what does _____ mean? Clarify what _____ means? What can we infer about ____? What is the author’s purpose for ____? Predict what would happen if ____? What events led to ____?</td>
<td>What does the author believe about ____? What would happen if ____? What is the relevance of ____? Elaborate on the reason ____? How is ____ related to ____? What does the author assume about ____? How do ____’s feelings about ____ change at the end of the text? Which sentence from the text best shows how the narrator feels about ____? Which statement would the author most likely agree with? Which best describes the author’s point of view about ____? What details would you select to prove the theme ____? Why did the author choose to ____?</td>
<td>How would you improve ____? What would you do if ____? Propose an alternate to ____? Create a solution to ____? How well did ____? What could be combined to improve/change ____? Is ____ accurate? Why do you think this? How many ways can you ____? Support your theory proving that ____? Evaluate what caused ____? Explain why the author organized ____ the way he/she did/ Apply what you know about ____ to explain why ____? Was the argument around/ about ____ convincing? Why or why not? What is the significance of ____? Should ____ be permitted to ____? Analyze the themes of ____ and _____. Did ____ choose a smart course of action? Explain with reasons.</td>
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