

## Example Annotation Tracker: General Use

Student name	Category of annotation	Notes and instructional decisions
Sara	alternate conception <span style="border: 1px solid black; padding: 2px;">exemplary annotation</span> provocative question or interesting connection other	Has a great example of asking an interesting Q, then circles back to answer her own Q after reading more.  SHOW CLASS THIS EXAMPLE!
Jalen	alternate conception exemplary annotation <span style="border: 1px solid black; padding: 2px;">provocative question or interesting connection</span> other	Connected the article to the hands-on activity we did yesterday with towels and plates.  LET HIM KNOW YOU LIKE IT, AND ASK IF YOU CAN SHOW THIS EXAMPLE TO CLASS!
D.J., Tony, Stephanie, Janae	<span style="border: 1px solid black; padding: 2px;">alternate conception</span> exemplary annotation provocative question or interesting connection other	Lots of students seem confused by the description of density and its relationship to plate movement (mostly paragraphs 2 and 3).  ADDRESS THIS ALTERNATE CONCEPTION TOMORROW.
Sanjay	alternate conception exemplary annotation provocative question or interesting connection <span style="border: 1px solid black; padding: 2px;">other</span>	I think this map of the plates all over the world is confusing to Sanjay—might be confusing to others, too?  TAKE A FEW MINUTES TO PROJECT AND GO OVER THE MAP TOMORROW?

Words or phrases with which students seemed to struggle while reading:

- density
- plates

## Example Annotation Tracker #2: Focusing on Alternate Conceptions

Student name	Category of annotation	Notes and instructional decisions
<p>Richelle, D.J, Stephanie (others, too)</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">alternate conception</p> exemplary annotation provocative question or interesting connection other	<p>Article talks about the scientist who studies the igneous rocks from this mountain, but several students are asking "How does she know this was once a volcano?"</p> <p>Need to read over this section with the class and talk to students about how scientists use rock types to determine history of rock formations.</p>
<p>Jalen, D.J, Janae</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">alternate conception</p> exemplary annotation provocative question or interesting connection other	<p>Students making lots of annotations on the illustration of the rift valley. Seems as if they don't understand why the rift valley is forming. Many think there is a gap that goes to the center of the Earth here . . .</p> <p>Go over this illo with Ss tomorrow and discuss.</p>

## Example Annotation Tracker #3: Focusing on Rotating Groups of Students

Class/Period 11/12/14: Group One

Student name	Category of annotation	Notes and instructional decisions
<div style="border: 1px solid black; padding: 2px;">1. Sara</div> 2. John 3. Jalen 4. Tony	alternate conception exemplary annotation provocative question or interesting connection <div style="border: 1px solid black; padding: 2px; display: inline-block;">other</div>	<p>Her questions are becoming so much more thoughtful! Ex: she asked, “How does magma cool down when it gets so deep under the Earth!”</p> <p>She is also noting lots of words that are tripping her up!</p> <p>Will compliment her and bring up her magma Q in class.</p>
<div style="border: 1px solid black; padding: 2px;">1. DJ</div> 2. Janae 3. Stephanie 4. Sanjay	<div style="border: 1px solid black; padding: 2px; display: inline-block;">alternate conception</div> exemplary annotation provocative question or interesting connection other	<p>Wasn't sure he understood rock transformations before this reading—now am convinced that he needs more support. Seems to think (annotations in paragraph 4) that igneous rocks can never become sedimentary rocks. Also, seems unclear about deep time.</p> <p>Will check in with him tomorrow. Maybe pull him into a short, small group with RF and PK?</p>
<div style="border: 1px solid black; padding: 2px;">1. Tina</div> 2. Suna 3. Edgar 4. Isla	alternate conception exemplary annotation <div style="border: 1px solid black; padding: 2px; display: inline-block;"><u>provocative question or interesting connection</u></div> other	<p>Great questions—will ask her if I can use this one to start the class discussion tomorrow:</p> <p>Can a rock be a little bit igneous and a little bit metamorphic and a little bit sedimentary?</p>

## Example Annotation Tracker: Summary Sheet, One Class

Students' alternate conceptions	Tally
Rock transformations happen in only one "direction"—from sedimentary to igneous to metamorphic	IIII
Rocks are not malleable—they cannot bend/are too hard to bend	IIIIIIII
Recurring questions	
How long does it take for rocks to change phase?	IIII
Is a rock the same kind of rock when it changes from one type to another?	II
What makes a rock change from sand to a hard rock?	I
Difficult words and phrases (list)	
transformation, molten, sediment	
Hotspots in the text (e.g., diagrams, sentences, or whole paragraphs that many students annotated)	
Many students did not understand the rock transformation diagram—need to go over this as a class. Also, found the subduction zone diagram difficult—maybe wait and come back to this diagram in a few days when we move on to plates? Make the connection then?	
Inventory of strategies for annotating the text (e.g., coding, highlighting, drawing arrows)	
Many students are over-highlighting; might want to have a short mini-lesson on choosing appropriate amounts to highlight and why?	