

# MARKING THE TEXT

*lessons in on demand writing*

## Sample Lesson

**TIME FRAME OF  
LESSON  
30 MINUTES**

Note: As a follow up lesson students could then write a paragraph discussing one of the examples they underlined and including information from their notes.



### OUTLINE OF LESSON

MARKING THE TEXT

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1. Hand out a sample of a reading passage from state exam or other assessment that requires student to read and discuss a passage to respond to the prompt. Also, project the prompt and passage on the board at the front of the room.
2. Read the prompt aloud. As a whole class identify and underline the words or phrases that address what they might want to focus on when reading the passage. For example, the prompt may be asking students to identify techniques a writer uses to persuade the reader, describe a character, captures the reader's interest etc...
3. Read the prompt aloud together. Teachers may want to ask older students to read the passage silently. As they read the passage they should keep in mind the words they underlined in the prompt.
4. Ask students to read the passage a second time, this time silently if they did not read silently the first time. During this reading, ask students to underline words, phrases or small passages that address the task in the prompt. For example, if the prompt asks students to identify literary devices that reveal the character's attitude in the passage, they should only underline the literary devices that accomplish this goal.
5. After they have underlined particular words/phrases ask them to write notes in the margins for at least 3 of their examples. In the notes they should state how the example helps answer the prompt. They do not and should not use complete sentences.
6. Request volunteers to go to the front of the room and underline at least one word or section they underlined. More than one student can come to the front of the room and underline one of their words/sections. They should also include the notes they wrote about their examples.
7. As a class discuss how each of the underlined sections responds to the task in the prompt. Some students may debate certain examples. Were some examples stronger than others?
8. Ask students to focus on the notes students included on the board. What kind of notes students included. What kind of information was included in the notes? How long or detailed were the notes?