Article of the Week – Rubric

Name: **Hour:**   **AoW #s:**

	A	**B**	**C**	**D**	**IE (F)**
Annotations	At least six quality annotations are present, including notation of the author's thesis and supporting ideas. Annotations are insightful and focus on information used as supporting evidence in the written response. There is a **wide variety** of notations used (questions w/responses, vocabulary w/ definitions, extra information added to show understanding and thoughtful reaction to the text.	At least five quality annotations are present, including notation of the author's thesis and supporting ideas. Annotations are somewhat insightful and focus on information used as supporting evidence in the written response, but may lack depth. There is **some variety** of notations used (questions w/responses, vocabulary w/ definitions, extra information added to show understanding and thoughtful reaction to the text).	At least five quality annotations are present, including the author's thesis. Annotations are not consistently used as supporting evidence in the written response. There is **minimal variety** of notations used (questions w/responses, vocabulary w/ definitions, extra information added to show understanding and thoughtful reaction to the text).	Three or four quality annotations are present, but the author's thesis and supporting ideas may _not_ be noted. Annotations lack depth and are not used as support in the written response. There is **almost no variety** of notations used (questions w/responses, vocabulary w/ definitions, extra information added to show understanding and thoughtful reaction to the text).	Fewer than three quality annotations are present. There is no connection between the annotations and the written response at all.
Written Response	Written response answers one of the prompts and includes all necessary information from the outline. The supporting evidence is taken from the article and is explained/analyzed fully in the body paragraph. The explanation/analysis goes beyond repeating what is in the evidence; rather, it adds new thoughts and ideas. Response is one full page and is perfectly edited and free of any grammatical errors. The response includes proper MLA formatting.	Written response answers one of the prompts and includes all necessary information from the outline. The supporting evidence is taken from the article and is explained in the body paragraph. Response is one full page, is edited, and free of grammatical errors. The response includes proper MLA formatting.	Written response answers one of the prompts and includes some information from the outline. The supporting evidence is taken from the article, but is not the best evidence that could have been used. There is an attempt at explaining it. Response is almost one full page and is partially edited but there are some grammatical errors. Some MLA formatting used.	Written response attempts answering a prompt but does not include supporting evidence from the article. The outline is minimally followed and there hasn't been any editing done. Some MLA formatting is used but full of mistakes.	Written response does not answer one of the prompts and does not include necessary information from the outline. Response is not one full page and not written in separate paragraphs. There are many grammatical errors and does not follow MLA formatting.

Grade:

Comments:

How to Annotate

While reading and analyzing an assigned text, some readers may highlight passages they think are significant. Highlighting a text is a passive interaction with a text, and often leads to pages of blinding stripes of color that have no real meaning. As a strategy of close reading, annotating is a far more active, meaningful, lasting interaction with a text. Rather than just highlighting passages, annotating requires the writer to read the text actively, to think about and analyze what has been said, and to make specific notes (annotations) in the margins of the text. In short, annotating is like having a dialogue or conversation with the author. The writer creates this conversation in the margins of the text by summarizing, asking questions, expressing confusion or ambiguity, and evaluating content.

Annotating has several benefits for the reader:

> it helps the reader to stay actively focused and involved with the text
> it helps the reader to monitor and improve comprehension
> it helps the reader to compose potential content for a writing assignment
> it helps the reader to locate significant quotes and ideas for organization

How to Annotate While Reading

Before Reading:
- If you are reading a book, examine the front and back cover.
- Read the title and any subtitles.
- Examine illustrations.
- Scan for bold, italics, or bullet points.
- Determine the format of the text (book, short story, diary, article, play, poem, etc.)
- As you examine each element, write questions or make predictions near these parts of the text. Make logical inferences and note them.

During Reading:
- Locate and mark the thesis, supporting points (assertions), and significant ideas.
- Look carefully at the first and last lines of paragraphs. These often contain key points.
- Underline important terms or definitions.
- Mark, circle, or write key words, meanings, or definitions in the margin for terms with which you are unfamiliar. Look up words you don't know or can't decipher from context clues.
- Mark only words or phrases, not entire sentences, and then make notes in the margin telling how or why the passage is important.
- Don't get distracted by interesting details. Most important information in texts is ideas, not facts.
- Pay attention when an author uses a signal word. Signal words are like stop signs, telling the reader to slow down and pay attention. Examples of signal words: for example, therefore, for instance, in fact, on the other hand . . .
- Identify portions of the text that challenge your prior knowledge, beliefs, or attitudes. Respond.
- Identify and note any connections you can make to other reading or learning.
- Add annotations in layers. Good readers often read a text two or three times, depending on the complexity of the reading material.

After Reading:
- Reread annotations and draw conclusions. Write your conclusions at the end of the text.
- Look for patterns or themes in your annotations.
- Re-examine the title and look for significance or meaning.
- Re-examine the questions or inferences you made while pre-reading. Comment or answer questions.