

Name: \_\_\_\_\_

## *Article of the Week*

### Guidelines

- Article assigned every Monday; annotations and response due Friday
- Students will be responsible for annotating (marking up) the article with notes, questions, wonderings, and definitions of unknown words
- Students will be responsible for writing a minimum 1 page response to the article – typed or neatly handwritten is fine

### Written Response Requirements

1. Accurately identifies a central claim of the article
2. Appropriately leads into, blends, cites, and discusses **at least** one quote or key fact/statistic from the article
3. Explains each quote and discusses reaction to it (agree or disagree)
4. Reflects on the article in a way that is logical and clear
5. Writing is neat, legible, and with no distracting errors (see below)

### Self-Editing Checklist

- I've read through my response, stopping and correcting anything that sounds wordy, awkward, or redundant.
- I have led into and smoothly blended at least one quotation from the article.
- I've properly cited the quotation using a proper parenthetical citation.
- I've capitalized and properly formatted the article title. Ex.) "Miss America and Social Media's Ignorant Bigotry" by Leonard Pitts
- I have used logical, appropriate transitions in my response.
- My response ends with a logical concluding sentence which sums things up.
- My response is at least one page in length.
- I've made sure to capitalize the first word in each sentence.
- Each sentence has a complete thought. I have no sentence fragments.
- Sentences are separated by appropriate punctuation. I have no run-ons.

### Sample Response Format

The general argument made by author X in her/his work, \_\_\_\_\_, is that \_\_\_\_\_ . More specifically, X argues that \_\_\_\_\_ . She/he writes, " \_\_\_\_\_ ." In this passage, X is suggesting that \_\_\_\_\_ . In conclusion, X's belief is that \_\_\_\_\_ .

In my view, X is wrong/right, because \_\_\_\_\_ . More specifically, I believe that \_\_\_\_\_ . For example, \_\_\_\_\_ . Although X might object that \_\_\_\_\_ , I maintain that \_\_\_\_\_ . Therefore, I conclude that \_\_\_\_\_ .

Rubric

Standards of Quality	Excellent	Good	Acceptable	Needs Improvement	Unacceptable
	The work exceeds the standard of what is expected. The work is of exceptional quality.	The work is above the standard of what is expected. The work is of good quality.	The work mostly meets the standard of what is expected. The work is of acceptable quality.	The work meets some of the standard of what is expected. The work is of below average quality.	The work does not meet the standard of what is expected. The work is of poor quality.
<b>Reading &amp; Annotations</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
	Outstanding effort. The student makes several margin notes, showing thoughtful interaction with the text. The student circles and defines unknown or challenging words. Margin notes are thorough and show that the reader is asking questions, identifying main ideas, and making connections.	Good effort. The student effectively interacts with the text. The student circles and defines a few unknown or challenging words. Margin notes show that the reader is asking questions, identifying main ideas, and making connections.	Adequate effort. The student interacts with the text, but may struggle to dig deeply. The student may circle and define unknown or challenging words. Margin notes show that the reader is using some reading strategies to improve comprehension.	Some effort. Interaction with the text is basic. Margin notes are there but do not demonstrate that the reader is thinking deeply about the text.	Little to no effort displayed. Margin notes may not even be there.
<b>Written Response</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
	Outstanding effort. The student obviously proofread the paragraph, focusing on neatness and accuracy. Exceeds all requirements.	Good effort. The product is neat and legible. Meets all requirements.	Adequate effort. The product is legible. Meets most requirements.	Weak effort. The student only completed some of the task.	The student completed little to none of the task.