



Article of the Week – A.o.W.

How to annotate



What is Article of the Week?

- At the beginning of each week, you will receive an article to read.
- You will have to read the article, make comments on it, and write a reflection.
- Both the article and the reflection are always due that Friday. If we do not have school on a Friday, then it will be due on the next day we have school.

A.o.W.: Write on it?

- You will be learning how to “annotate” an article.
- Active readers do this.
 - It simply means to “take notes in your text.”

Why annotate?

- Annotating helps you
 - Stay focused while you read.
 - Involve you with your text.
 - Monitor and improve your comprehension.

What will I need?

- Since you are writing on your text, you will need a pencil and highlighter.



How to annotate

- While you are reading the Article of the Week (A.o.W.)
 - Underline important terms.
 - Circle definitions and meanings.
 - Write key words and definitions in the margins.
 - Signal where important information can be found with key words or symbols in the margin.

How to annotate (more)

- While you are reading the Article of the Week (A.o.W.)
 - Write short summaries in the margin at the end of a chunk of text.
 - Write the questions in the margin next, questions you have, and any ideas that occur to you.

How to annotate (more)

- While you are reading the Article of the Week (A.o.W.)
 - Indicate steps in a process by using numbers in the margin.
 - Step #1 #2 #3 #4 #5 #6

How to annotate (more)

- While you are reading the Article of the Week (A.O.W.)
 - Add comments about connections you make to the text, questions you have, and any ideas that occur to you.



Turning in your Article of the Week (A.o.W.)

- On Fridays, you will submit the article itself and your reflection.
- Your teacher will check your annotating:
 - How much did you write on the text (A.o.W)?
 - How much thinking is shown in the annotating?
 - How thoughtful are your comments and connections.

Turning in your Article of the Week (A.o.W.)

- As a general rule:
 - The more writing on the text and in the margins, the better the grade.
 - **Neatness** counts! If I can't read your annotating, then there is a problem.
 - Use a pencil; inky mistakes show that you don't care about how you represent yourself through your work.
 - If you are not 100% that this is your best work, then I will probably think agree with you. Your work and the quality of your work is a representation of who you are. Remember this!

Turning in your Article of the Week (A.o.W.)

- What can bring this grade down?
 - Don't bother turning it in.
 - A.o.W. is a weekly, constant grade which significantly affects your overall mark. Each article and reflection will be counted as a quiz grade. This is a simple way to improve your grade if you turn in ALL A.o.W.'s and there are high quality.
 - Turn in a weak product that is barely annotated.
 - Why bother doing anything if you don't put forth your best effort? You are annotating because you need to! You are doing what "good readers" do! This will help you practice for the SBAC and for high school.

Turning in your Article of the Week (A.o.W.)

- What can bring this grade down?
 - Do only one part of the A.o.W.
 - Your grade reflects your effort. If you do not have it to turn in, then it goes in the grade book as a zero. If you are absent on a Friday, then it is due the day you return to school.
 - Don't worry about really thinking about the A.o.W. Just write anything at the last minute. I can tell when you turn in "rushed" work.

Turning in your Article of the Week (A.o.W.)

- Along with the annotating, you must turn in a one-page written reflection about the A.o.W.
 - Handwritten or typed (you will be given guidelines for length on each article's instructions)
 - Neat
 - Name and Date in the upper right hand corner
 - Title centered

Turning in your Article of the Week (A.o.W.)

- Your one-page reflection may include any combination of these:
 - A general summary of the article.
 - Reference to some questions and comments that you annotated in the margins.
 - Your stance of why or why not you agree with the author.
 - Your favorite part of the article with an explanation of why you liked it.

Turning in your Article of the Week (A.o.W.)

- Your one-page reflection may include any combination of these:
 - Exploration of some of the questions raised by the A.o.W.
 - What else the article relates to in the world or your experience.
 - A personal connection to the A.o.W.
 - How does this article relate to you and your life?
 - Did this article remind you of an experience you had?

How will this be graded?

Reading			Writing		
<p>4-5 Strong effort. Mature thinking is obvious. The student makes several margin notes, showing thoughtful interaction with the text. The student circles and defines unknown or challenging words. Margin notes show that the reader is asking questions, identifying main ideas, and connecting to the focus question. Reading for Meaning statements are supported or refuted with relevant evidence.</p>	<p>3 Adequate effort. The student interacts with the text, but may struggle to dig deep. The student may circle and define unknown or challenging words. Margin notes show that the reader is using some reading strategies to improve comprehension. Reading for Meaning statements are attempted.</p>	<p>2 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. Reading for Meaning statements are not all completed.</p> <p>0-1 Little to no effort displayed. Margin notes may not even be there. Reading for Meaning statements are not attempted.</p>	<p>5 Outstanding effort. The student obviously proofed this paragraph, focusing on neatness and accuracy. Exceeds all requirements</p>	<p>4 Good effort. The product is neat and legible. Meets all requirements</p> <p>3 Adequate effort. The product is legible. Meets most requirements</p>	<p>2 Weak effort. The student only completed some of the task.</p> <p>0-1 The student completed little to none of the task.</p>
			<p>Total <u>AoW</u> Grade:</p> <p>_____ /10</p>		

Written Response Template

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 _____.