

Article Title: “ _____ ”

What to do with this article:

1. Demonstrate evidence of close reading (____/40 points):

- Circle any unfamiliar words or names. Look up at least two unfamiliar words and **write brief definitions** in the margin.
- Mark your reactions as you read. You *may* want to use the following notations to help track your reactions, but you *must* **also including brief notes in the margins and between the lines:**
 - a. + for ideas or claims with which you agree
 - b. - for ideas or claims with which you disagree
 - c. ! for ideas or claims that surprise, anger, or otherwise cause a strong reaction (“OMG moments”)
 - d. ? for ideas or claims you doubt, or find confusing.

2. Sum it up (____/30 points):

Now that you’ve outlined and annotated (“marked up”) the article, please answer the following questions on the back of this paper, or on a separate page:

- a. What is this article about? Summarize the information presented in this article in **four or fewer sentences.**
- b. Who is the audience for this piece? Was it written for a general audience, or a special audience? **And how do you know? (Ex.: Specialized vocabulary? Type of publication?)**
- c. What was the writer’s **primary** purpose in writing this piece? **Please choose one of the following:** The writer’s primary purpose was to inform; to persuade; to entertain; or to describe.

3. Let your voice be heard! (____/30 points)

Tell us what you think about the article. What is your opinion on the author’s topic/thesis? Refer to the back of this handout for some options about how to begin writing a response to the article. You should compose a short paragraph for this response (7-10 sentences).

Due Thursday at the beginning of class!

Grade: ____/100

Reflective Sentence Starters

- I think ...
- I realized that ...
- I'd like to know ...
- I was reminded of ...
- I wonder
- I'm surprised that...
- If I were...
- The central issue(s) is (are)...
- One consequence of () could be ()...
- I'm not sure ...
- If (), then () ...
- I (dis)agree with () because ...

Tapping Prior Knowledge:

- I already know that...
- This reminds me of...
- This relates to...

Asking Questions:

- I wonder why...
- What if...
- How come...
- How is it possible that...

Predicting:

- I'll bet that...
- I think...
- If _____, then ...

Visualizing:

- I can picture...
- In my mind I see...
- If this were a movie...

Making Connections:

- This reminds me of...
- I experienced this once when...
- I can relate to this to other readings because...
- The argument here is similar to _____ because...
- Another example of _____ is...

Adopting an Alignment:

- The character I most identify with is...
- The idea I find most provocative is...
- I reject this author's view because...

Forming Interpretations:

- What this means to me is...
- I think this represents...
- The idea I'm getting is...
- One question that this text answers is...
- One question that this text addresses is...

Monitoring:

- I lost track of everything except...
- I need to reread the part where...
- I know I'm on the right track because...
- A term or idea that was unclear to me was...

Revising Meaning:

- At first I thought _____, but now I...
- My latest thought about this is...
- I'm getting a different picture here because...

Analyzing the Author's Craft:

- A golden line for me is...
- This word/phrase stands out for me because...
- I like how the author uses _____ to show...

Reflecting and Relating:

- So, the big idea is...
- A conclusion that I'm drawing is...
- This is relevant to my life because...
- This author is trying to make me (see, feel, know, do) ...
- It makes a difference that this text was written because...

Evaluating:

- I like/don't like _____ because...
- This could be more effective if...
- The most important message here is...
- One big difference between this and _____ is...