**Directions:**

* Complete the “Reading for Meaning” page.
* Annotate the article purposefully/mark confusion (use margins to develop thoughts you’d like to expand upon in the written reflection).
* Write a **well-developed** *They Say / I Say* response to the author’s argument(s) –***not*** merely a summary of the article – on your own sheet of paper.

Guidelines:

* + - Clever title properly capitalized.
    - Uses *They Say / I Say* template to fully develop both the author’s and the writer’s arguments.
    - Appropriately leads into, blends, parenthetically cites, and discusses **at least** one quote or key fact/statistic from the article.
    - Explain each quote and discuss your reaction to it (agree or disagree).
    - Concluding sentences – wrap it up!
    - 250+ words, **NEAT, LEGIBLE, NO DISTRACTING ERRORS.**

**How Will This Be Graded?**

|  |  |
| --- | --- |
| **Reading** | **Writing** |
| |  |  |  | | --- | --- | --- | | **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. | **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. | **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.  **0-1** Little to no effort displayed.  Margin notes may not even be there. Reading for Meaning statements are not attempted. | | |  |  |  | | --- | --- | --- | | **5** Outstanding effort.  The student obviously proofed this paragraph, focusing on neatness and accuracy.  Exceeds all requirements. | **4** Good effort.  The product is neat and legible.  Meets all requirements.  **3** Adequate effort.  The product is legible.  Meets most requirements. | **2** Weak effort.  The student only completed some of the task.  **0-1** The student completed little to none of the task. |     **Total AoW Grade:**  **\_\_\_\_\_\_/10** |