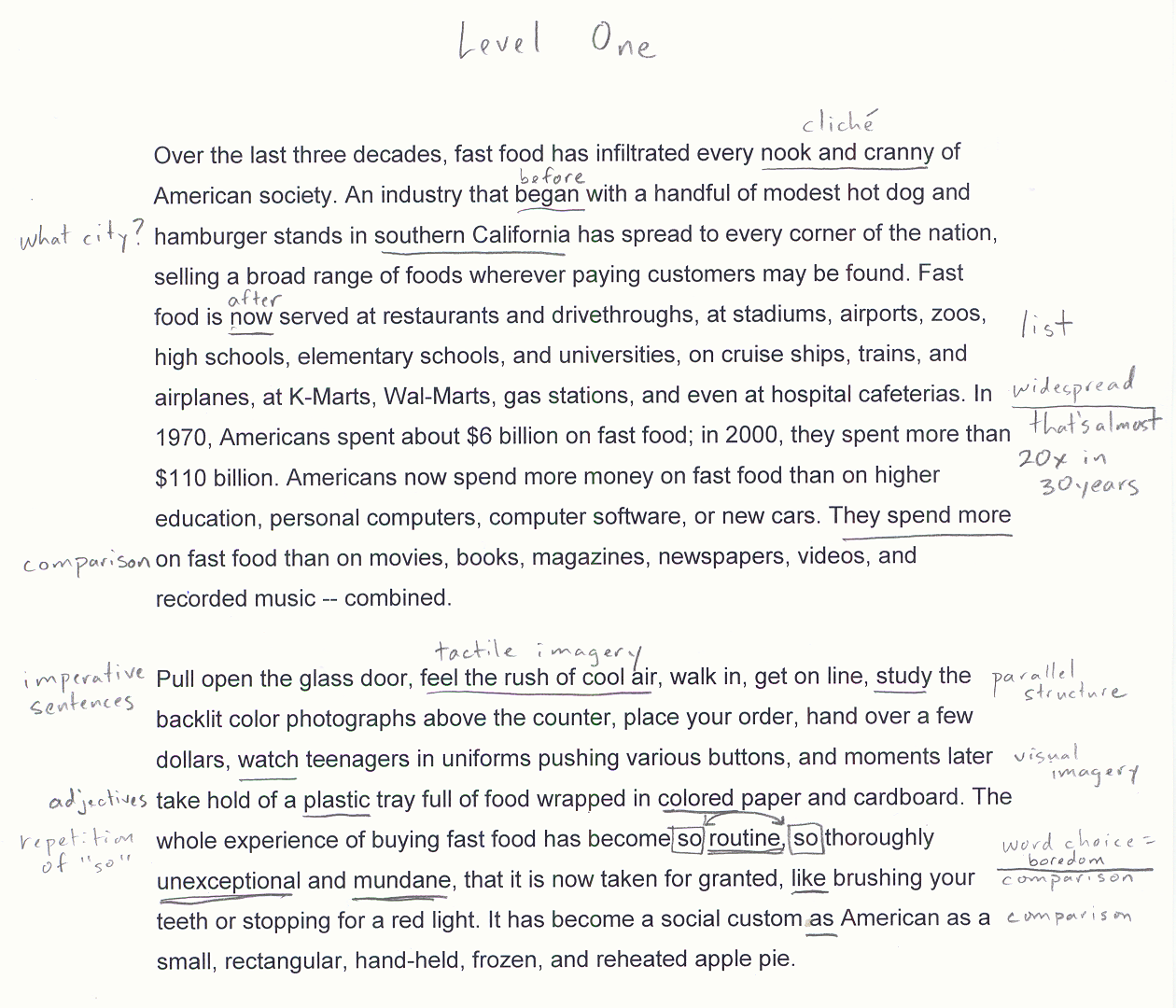
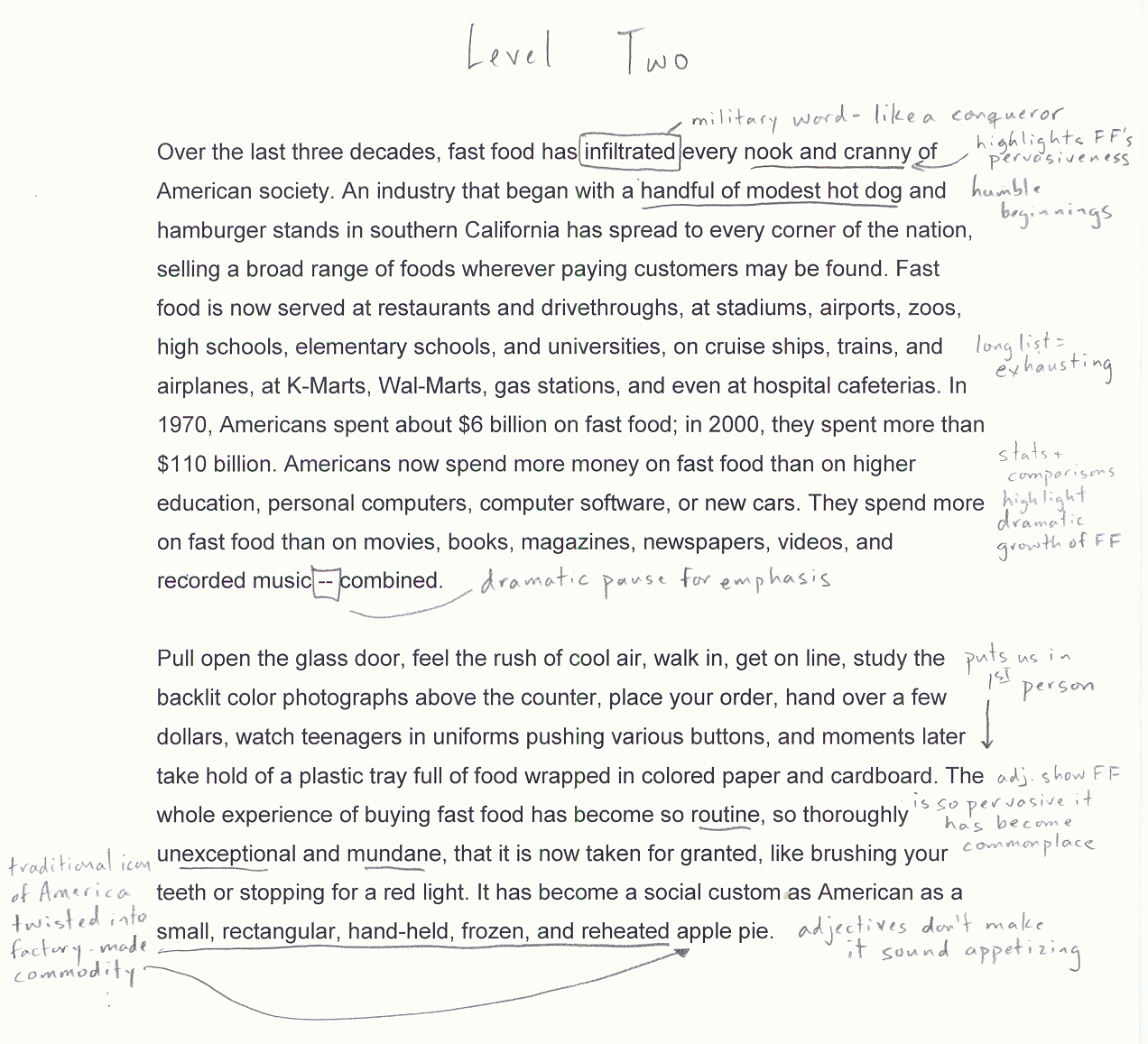
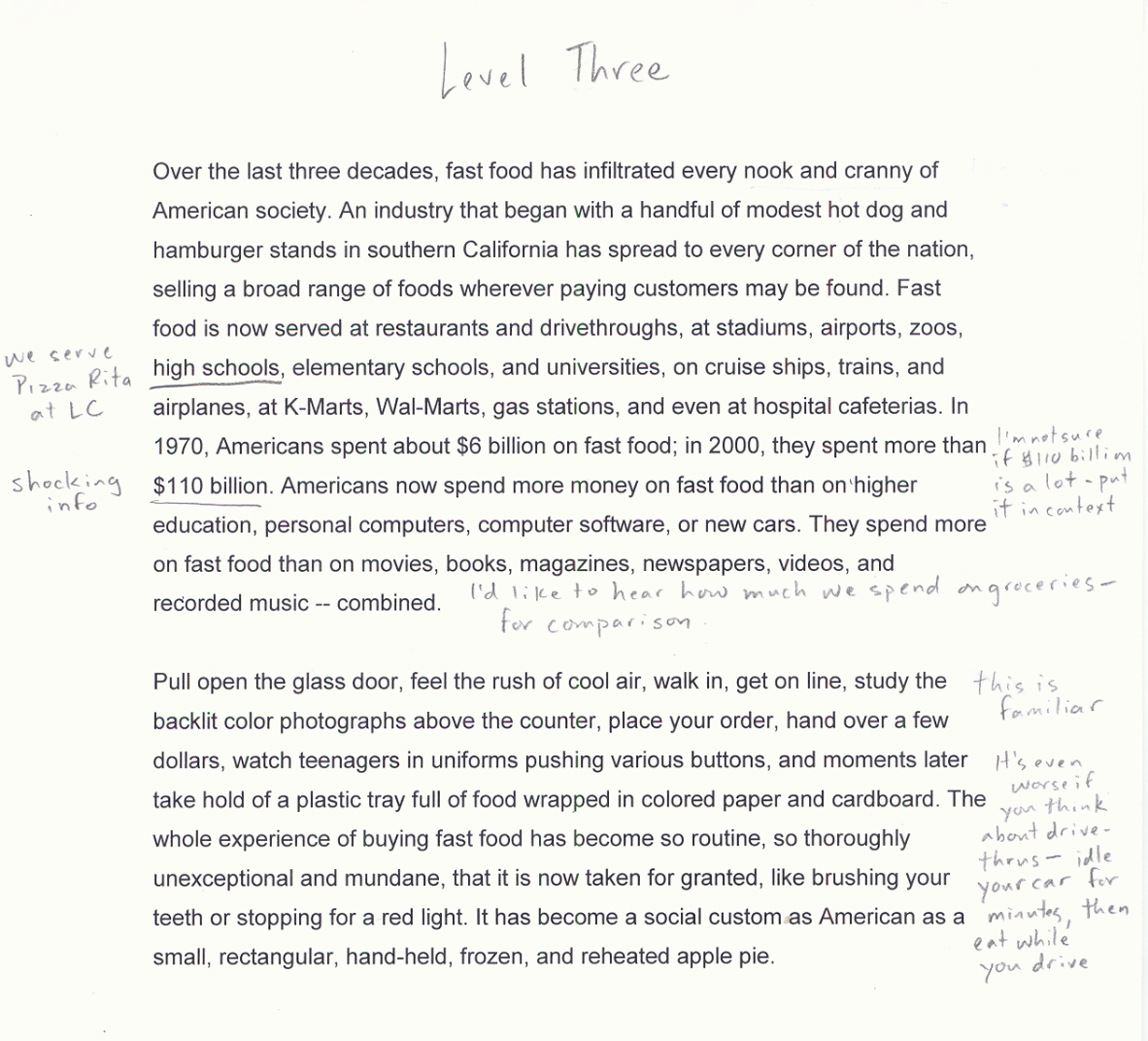
**Your annotations should attend to all three levels of thinking as listed below:**

|  |  |  |
| --- | --- | --- |
| **All of my annotations are:**  1. Legible  2. Understandable to my future self and to my teacher | | |
| **Level 1** | **Level 2** | **Level 3** |
| Literal—found directly in the text | Interpretive/Analytical—found by making inferences | Universal/Thematic—found outside of the text |
| Questions/notes that check for understanding | Questions/notes about the author’s choices | Questions/notes about how the text relates to the world outside the text, including how it relates to my life and what I know. |
| **L1** Annotations…   1. are factual 2. identify main points/events in the text 3. lead to an accurate and thorough summary of the text | **L2** Annotations…   1. are inferential 2. speculate about motive/purpose of author 3. follow patterns and identify relationships among parts of the text | **L3** Annotations…   1. are reflective 2. link text to prior knowledge, other texts, or personal experiences |

**EXAMPLE ANNOTATIONS FOR EACH LEVEL:**







**Summer Reading Annotations Rubric for the scope of the text**

(based on the 9-point Advanced Placement College Board Scoring Scale)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *1-2 Below standard, Unsuccessful* | *3-4 Approaching standard, Inadequate* | *5* | *6-7 Adequate, meets standard* | *8-9*  *Effective* |
| The student annotates too few sections of the text and/or the annotations are ILLEGIBLE.  The meanings of the student’s annotations are not clear to the reader.   * The student’s notes do not show understanding of the text in a way that is clear to the reader * The students notes are limited to highlighting without annotating the highlights * The student’s annotations are limited to personal responses | The student LEGIBLY annotates some of the scope of the text though some lapses in legibility may occur.  The student’s annotations are sometimes difficult for a reader to understand what he/she thinking as he/she read.   * The student’s annotations are limited to personal responses or paraphrase more than analysis * The student does not note some obvious strategies used by the writer. * The student does not attend to main points/claims over the scope of the whole work. * Student does not identify some obvious figurative language/rhetorical strategies at work in the passage. | Inconsistent | The student LEGIBLY annotates the majority of the scope of the text on a variety of levels.  The annotations make clear to the reader what the writer was thinking as he/she read:  The annotations attend to a variety of levels of thinking. For instance, the student:  **Level one:**   * defines unknown vocabulary * notes important main points/claims over the scope of the whole work. * notes tone/connotatively charged diction * identifies most of the figurative language/rhetorical strategies in the passages * comments on the form/format/structure and shifts in style/structure * determines point of view * lists character traits   **Level two:**   * identifies the function of language/rhetorical strategies in the passages * identifies the function of the style/structure * makes inferences * makes predictions and hypotheses * notes patterns/motifs * evaluates the author/character’s arguments/claims and may challenge these claims   **Level 3:**   * notes personal responses/emotional connections * asks questions and theorizes answers * makes connections outside of the text * notes universal human behaviors, themes | The student LEGIBLY annotates and identities all of the items listed in the 6-7 category with clear, thorough insight and apt observations.   * All of the annotations are easily interpreted by the reader. * The student pays particular attention to analyzing the function of figurative/rhetorical strategies at work in the passage. * The student recognizes patterns and identifies complicated themes at work in the text |