**Annotation Rubric**

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| \*POINTS ARE EARNED PER READING ASSIGNMENT\* | **I have great annotations!**  **A+ Quality (10)** | **I have good annotations. I did what I was supposed to do.  A/B Quality (9-8)** | **I annotated, but I did the bare minimum requirements.**  **C Quality**  **(7)** | **I know I should do more annotating.**  **D Quality**  **(6-5)** | \*Grades below 5 are at the discretion of the teacher. |
| **Interactions with the Text** (comments, questions, connections, confusions, interesting/surprising points, character development, literary elements)  \*refer to annotation guide for more direction | I made **frequent** interactions with the text that are consistent throughout.  I have a large variety of comments. | I made **some** interactions with the text that are somewhat consistent throughout.  I have some variety of comments. | I made **few** interactions with the text that are somewhat consistent throughout.   I have little variety of comments. | I made **very few** interactions with the text **or only highlighted**. |  |
| **Evidence of  Annotation Focuses**  (posted on website) | Yes, I made note of many of the focus points for the chapter. | I tried. I made note of some of the focus points. | I did not find any of the focus points. | I didn’t try to find these, or I noticed them but I didn’t make note of any of the annotation focus points. |  |

\* Specific, color-coded highlighting with a key is acceptable; however, some small comments should be made to distinguish the highlights. This type of annotating can still receive up to full credit, depending on the quality. ☺

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| \* | Star or underline important parts/ideas/events/information |
|  | Circle names, recurring or significant word choice, or phrases that are important |
|  | Figurative language (simile, metaphor, personification, hyperbole) & Lit. Devices |
| ! | Surprising/exciting part or something very important |
| ? | I have a question or I am confused. (Write your question, so you can remember what you are wondering.) |
| C | CONNECTION (text to self, text to text, or text to world) |
| S | SYMBOLISM Make sure you are able to justify your symbol. |
| F | FORESHADOWING |
| T | Evidence of a THEME! |
| ☺ ☹ | This made me happy or sad. |
| LOL | This made me laugh. |
| WORDS | Write comments or words in the margin to note your thoughts/ideas/connections/ questions/confusions/ clarifications/etc. |

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|  | *FAHRENHEIT 451*  *By Ray Bradbury* |
| SCORE | \*REFER TO THE ANNOTATION RUBRIC FOR DETAILS ABOUT GRADING |
| +\_\_\_/10 | RA #1 Pgs. 1-29 (read up through “But it was late, and the arrival of his train put a stop to his plan.”) |
| +\_\_\_/10 | RA #2 Pgs. 29-65 (starting at “The flutter of cards, motion of hands, of eyelids, the drone of the time-voice…”) |
| +\_\_\_/10 | RA #3 Pgs. 67-106  (this is ALL of Part Two) |
| +\_\_\_/10 | RA #4 Pgs. 107-132 (read up through “He imagined thousands of faces peering into yards, into alleys, and into the sky…through the numb flesh of the face.”) |
| +\_\_\_/10 | RA #5 Pgs. 133-158 (starting at “But he was at the river.”) |
| Name: |  |