**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: |  |