Reading Assignment Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lecture \_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions

As part of any science class, you will be required to read about scientific topics, either as journal articles, news sources, and even charts and graphs. One strategy for reading articles or textbooks is to ANNOTATE. The word annotate, means to add notes (an-NOTE-tate) to text that you are reading as a means of offering explanation, comments or your opinions to the author's words. It takes practice, and the better you are at it, the better you will be at reading complicated articles.

First, determine how you will annotate the text you are about to read. If it is a printed article, you may be able to just write in the margins, a colored pen might make it easier to see. If it is a textbook that you do not own (or wish to sell back), use post it notes to annotate in the margins.

Steps for Annotation:

1. Scan the document you are annotating, some obvious clues will be apparent before you read it, things such as titles or headers for sections. Read the first paragraph, somewhere there (or possibly in the 2nd paragraph) should be a BIG IDEA about what the article is going to be about. In the margins, near the top, write down the big idea of the article in your own words, this shouldn't be more than a phrase or a sentence.

2. Underline topic sentences or phrases that express the main idea for that paragraph or section. You should never underline more than 5 words, though for large paragraphs or blocks of text, you can use brackets. Write in the margin next to these underlines a summary of the paragraph or the idea being expressed

3. Connect related ideas by drawing arrows from one idea to another, annotate those arrows with a phrase about how they are connected.

4. If you encounter an idea, word, or phrase you don't understand, circle it and put a question mark in the margin that indicates an area of confusion, write the question in the margin --> ?? What does this mean, who is WHO?

5. Anytime the author makes a statement that you can connect with on a PERSONAL level, annotate in the margins a summary of how this connects to you. Write any comments or observations you feel appropriate to the text, you can also add your personal opinion

6. Place a box around any term or phrase that emphasizes scientific language. These could be words you are not familiar with, define those words in the margins.

To summarize how you will annotate text:

1. Identify the BIG IDEA  
2. Underline topic sentences or main ideas  
3. Connect ideas with arrows  
4. Ask questions  
5. Add personal notes  
6. Define technical words

**Assessment Rubric**

5 pts: A majority of the annotations are thoughtful, insightful, exhibits deep understanding of content,

4 pts: Most annotations are thoughtful, insightful, exhibits deep understanding of content

3 pts: Some annotations are thoughtful and show that student understands content and made an effort to read closely

2 pts: Very few annotations, at least 1-2 show that student has a rudimentary understanding of the content

1 pt: Very few annotations, irrelevant annotations, it is not apparent that student read the article

Annotations Checklist:

Asks thoughtful questions \_\_\_

Underlines author's main points \_\_\_

Summarizes or clarifies main points\_\_\_

Identifies difficult or technical words \_\_\_

Adds personal connections or opinions \_\_\_