

## READING NOTES - SCORING RUBRIC

<b>CRITICAL READER</b>	<b>CONNECTED READER</b>	<b>LITERAL READER</b>	<b>LIMITED READER</b>	
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Insightful responses</b>	<b>Detailed responses</b>	<b>Simple responses</b>	<b>Perfunctory Responses</b>	
You express insightful commentary - agreeing, objecting, or appreciating the text with depth and detail. You extract multiple meanings and make detailed, specific, personal connections and references to multiple life observations, including other texts.	You explain why you disagree or agree with something in the text, and you explain and support your reaction. You create your own meaning through detailed personal connections and references to other texts.	You may agree or disagree with ideas in the text, but you don't thoroughly explain or support your opinions. You make some personal connections but you don't give detailed explanations.	Your ideas are simple and lack depth. You don't reach beyond the obvious to make personal connections to the text and your ideas lack development.	<b>Personal Connection</b>
You identify and address the effects of MULTIPLE components that make up the text, focusing on complex examples of literary elements, characterization, poetic devices, figurative language, tone, imagery, structure, style, syntax, diction, rhetorical appeals and techniques.	You identify and address the effects of a FEW components that make up the text and give adequate commentary on the effect that the elements create within the work.	You identify FEW components that make up the text, however, the examples are obvious surface level examples and your explanations lack depth.	You only identify one example from the text. You show a misunderstanding of devices that are used. Your explanation lacks substance.	<b>Elements &amp; Effect</b>
You make insightful judgements and consider different possible interpretations as you read. You use detailed explanations to show an understanding of the author's message and goal. You think about the meaning of the text in terms of a larger or universal significance and show understanding of complexity.	You show an understanding of the text, but don't consider different perspectives. You show understanding of the author's goal. You construct thoughtful, believable interpretations of the text, using detailed explanations to express your points on various themes.	You show simple understanding of the text, you make basic interpretations, and you don't consider different perspectives. You attempt to address the author's goal. You give vague explanations to describe obvious themes.	You make general judgements and interpretations about the text that expresses a lack of understanding. You accept the text literally without thinking of different possibilities in meaning. You find the text confusing, but don't attempt to figure it out.	<b>Theme &amp; Purpose</b>

## READING NOTES

The reading notes are meant to help you develop a better understanding of the texts we read. Use your notes to incorporate your personal responses to the texts, your ideas about the themes we cover, and our class discussions. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for other assignments.

### PROCEDURE:

- Divide your paper into thirds, as you read, write down quotes that stand out to you and record them in the left-hand column of your notes (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas, insights, reflections, analysis, and comments on each passage)
- You should have a minimum of two explanations for each of the categories below. Your notes should try to cover the entirety of the reading section that is given to you before reading.
- Label your responses as follows:
  - **(PC)** Personal Connections – Make a connection to your life, the world, or another text. Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  - **(EE)** Elements & Effect – analyze the author’s craft using literary elements, rhetorical strategies, poetic devices, imagery, overall style (syntax, diction, tone, ect), and the effect it creates within the text.
  - **(TP)** Theme & Purpose - Determine the author’s main ideas and overall message about some aspect of life, or the goal that the author is attempting to achieve with the text.

**Sample entry: *Blues Ain't No Mockinbird* by Toni Cade Bambara**

Quotes	Category	Explanations
“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems.’” <b>Pg# 5</b>	EE  PC & EE	In this paragraph of the story Bambara <b>indirectly characterizes</b> the <b>narrator</b> using rural Southern <b>dialect</b> to let us know our <b>setting</b> is the South and our <b>narrator</b> may be smart, but may not be “educated.” We also learn that the characters are children from the activities described. The author uses effective <b>imagery</b> about the puddle freezing over to let us know how cold it is in the scene.  The <b>visual imagery</b> of the twins swinging high on the tire swing reminds me of my own childhood when I had to wait in line forever to use the swing. And how exciting it was once it was my turn. There is more great visual imagery about the splintering puddle, and the <b>kinetic imagery</b> of the “tapdancin.” The <b>simile</b> about the spider web and the humor of spider with mental problems, helps create a lighthearted <b>mood</b> making the story playful and humorous, much like Bambara’s other novels.

## CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting
- If you find an extremely long passage that moves you, don't hesitate to use it, just employ ellipses (...) to shorten your writing load. You'll have the page number so that if you decide to share your entry, the class can easily find and read along.

## RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can write as much as you want for each entry.

### Sample Sentence Starters for Beginners:

- I really don't understand this **because...**
- I really dislike/like this idea **because...**
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This character reminds me of (name of person) because...

### The Target: Higher Level Responses

- **Analyze the text for use of literary devices (tone, structure, style, imagery) and how they contribute to the Theme**
- **Make connections between different characters or events in the text**
- **Make connections to a different text (or film, song, etc.)**
- **Discuss the words, ideas, or actions of the author or character(s)**
- **Consider an event or description from the perspective of a different character**
- **Analyze a passage and its relationship to the story as a whole**