

Name \_\_\_\_\_

Date \_\_\_\_\_

Article of the Week # \_\_\_\_\_ Due Date: \_\_\_\_\_

Topic being covered \_\_\_\_\_

Directions:

- Annotate the article purposefully by using the margins to note claims that you want to expand upon in your written response. Make note of your annotations on the attached pages.
- Complete the Arguments/Claims and find supporting evidence from the text for the article(s).
- Write a WELL-DEVELOPED synthesis response using the template to cite and explain advantages and disadvantages relating to the topic. NOT a summary!

**Grading Rubric**

Reading	Writing
<b>5—Outstanding effort.</b> Student's notes indicate that mature thinking is apparent. The student shows thoughtful interaction with the text. Chosen arguments are well developed, supported with relevant evidence, and are thoroughly validated.	<b>5—Outstanding effort.</b> The student has presented three well-developed claims for each side of the issue. Textual evidence is ample and fully supports each claim. No errors with citations. <b>Exceeds all requirements.</b>
<b>4—Good effort.</b> The student has obviously read the article and has listed at least three claims with supporting textual evidence. Paragraph numbers are indicated with the textual evidence.	<b>4—Good effort.</b> The student has chosen sufficient claims and expands on these points. Textual evidence is logical and used correctly. Citations are used correctly with few errors. Some minor errors in writing. <b>Meets all requirements.</b>
<b>3—Adequate effort.</b> The student interacts with the text, but may struggle to dig deep. Notes for claims are listed with little explanation or inadequate textual support.	<b>3—Adequate effort.</b> The student has provided claims from the text, and some ideas are expanded upon. Textual evidence is adequate and supports claims. Citations used but may contain multiple errors. Multiple errors in writing. <b>Meets most of the requirements.</b>
<b>2—Weak effort.</b> The student's interaction with the text is basic. Claims are listed but do not demonstrate that the student is thinking deeply about the text. Chosen claims or textual support is not complete at all.	<b>2—Weak effort.</b> The student has some claims from the text. Very few ideas are expanded. Textual evidence is incomplete, inadequate, or does not logically support claims. Few, if any citations. <b>Meets some of the requirements.</b>
<b>0-1—Little to no effort displayed.</b> The student has not written any claims or they are incomplete thoughts. No textual support is for claims is given.	<b>0-1—The student completed little to none of the task.</b>

AoW Grade: \_\_\_\_\_ / 10

Writing Guidelines:

1. Clever title properly capitalized
2. Uses **synthesis** template to fully develop both the author's and the writer's arguments.
3. Appropriately leads into, blends, **parenthetically cites**, and integrates **at least three** quotes from **each** source.
4. Explain each piece of evidence and discuss your reaction to it (agree or disagree)
5. Concluding sentences
6. **300 + words, neat, legible, no distracting errors**

### Reading for Meaning

**Directions:** The purpose of this page is to hone your ability to gather textual evidence to support claims for both sides of an argument and to focus your reading on key points of the article(s). After thoroughly reading the article, determine three of the best claims made by the author and expand on those. For each claim, you must have textual evidence that logically and relevantly supports each claim.

**1<sup>st</sup> article** \_\_\_\_\_ **Author(s)** \_\_\_\_\_

Claim / Argument	Textual Evidence to Support Claim (be sure to write the paragraph number)

2nd article \_\_\_\_\_ Author(s) \_\_\_\_\_

Claim / Argument	Textual Evidence to Support Claim (be sure to write the paragraph number)

## Synthesis Response Template

Title of your response \_\_\_\_\_

In the articles “\_\_\_\_\_” by \_\_\_\_\_ and “\_\_\_\_\_” by \_\_\_\_\_, the authors(s) (or publisher or editors) address (tackle, discuss, focus on) the issue of \_\_\_\_\_ (issue). More specifically, they present (focus on) the idea that \_\_\_\_\_ (issue) can be (good, advantageous, beneficial, helpful, valuable, positive) since (because, due to, for the reason that) \_\_\_\_\_ (general idea of the positives) and (bad, harmful, destructive, dangerous, negative) (because, since, due to) \_\_\_\_\_ (general idea of the negatives).

Proponents (Supporters, Advocates) of \_\_\_\_\_ (issue) believe (think, consider) that one its advantages is (Claim #1) \_\_\_\_\_. \_\_\_\_\_ (textual evidence to support claim #1). A second (Another, An additional) advantage is (Claim #2) \_\_\_\_\_. \_\_\_\_\_ (textual evidence to support claim #2). The third (One more, An additional, A final) advantage is (Claim #3) \_\_\_\_\_.  
\_\_\_\_\_. (textual evidence to support claim #3).

However (On the other side of the argument, Conversely), opponents (critics, detractors) of \_\_\_\_\_ (issue) believe (think, consider) one disadvantage is (Claim #1) \_\_\_\_\_. \_\_\_\_\_ (textual evidence to support claim #1). A second (Another, An additional) disadvantage is (Claim #2) \_\_\_\_\_.  
\_\_\_\_\_. (textual evidence to support claim #2). Another (One more, An additional, A final) disadvantage is (Claim #3) \_\_\_\_\_. \_\_\_\_\_ (textual evidence to support claim #3).

In the end, \_\_\_\_\_ (issue) is a topic that has valid points on both sides of the argument. In this writer's opinion, \_\_\_\_\_ (issue) is (should be, can be, might, could be,) \_\_\_\_\_ (your opinion on the topic) because \_\_\_\_\_ (**be specific in your reason of why you agree or disagree**).

### Word Count

### **Self-Editing Checklist**

I have read through my response, stopping and correcting anything that sounds wordy, awkward, or redundant.	
I have led into and smoothly blended at least one quotation from the article.	
I have properly cited the quotation using parenthetical citations.	
I have capitalized and properly formatted the article title (Ex—"Miss America and Social Media's Ignorant Bigotry" by John Q. Student)	
I have used logical, appropriate transitions in my response.	
My paragraph ends with a logical concluding sentence which sums things up.	
My response is at least 300+ words in length. I've written my word count at the bottom of the paragraph or as a comment at the bottom of the typed document.	
It may sound simple, but I have made sure to capitalize the first word of each sentence.	
Each sentence has a complete thought. NO SENTENCE FRAGMENTS.	
Sentences are separated by appropriate punctuation. NO RUN-ON SENTENCES.	