

**Response Types**

-Adapted from R. Cooke “Reading and Journal Topics”

**4As**

-**A**ssumptions you or the author made.

-**A**greements you have.

-**A**rguments you have.

-**A**spirations you have for your life based on the ideas.

**Circle, Square, Triangle**

-A question still **circling** your mind.

-Something that **squares** with your thinking.

-Something that forms a **base** for new knowledge.

**Seed, Bud, Bloom**

-**Seed**- record thoughts that need time to germinate.

-**Bud**- Record thoughts that are further along.

-**Bloom**- Record thoughts that can be implemented tomorrow.

**Annotating Text**

-**Question**—what else do you need to know?

-**Define**— word, phrase, concept

-**Visualize**—smell, taste, touch, or hear

-**Predict**—Based on evidence

-**Connect**—to self, world, text

-**Determining importance**—

why is this important?

-**Inference**—It says, I know, and so…

-**Synthesis**—conclusion from many pieces of evidence.

**Right on, Surprise, Hmmm…**

**Right on**—Yes!

**Surprise**—different from your assumption

**Hmmm**—made you reflect

This will be recorded in the Reading and Writing Strand

Reading/ Writing Strand

Reading Response Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **50-59%**  **(Level 1)** | **60-69%**  **(Level 2)** | **70-79%**  **(Level 3)** | **80-100%**  **(Level 4)** |
| **Knowledge and Understanding** - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding) | | | | |
| **Understanding of content of short story** | demonstrates limited understanding of the short story. Includes few details. | demonstrates some understanding of the short story. Includes some details. | demonstrates considerable understanding of of the short story. Includes details. | demonstrates thorough and insightful understanding of content |
| **Thinking** - The use of critical and creative thinking skills and/or processes | | | | |
| **Use of processing skills**  (e.g., drawing inferences, synthesizing). | uses processing skills with limited effectiveness | uses processing skills with some effectiveness | uses processing skills with considerable effectiveness | uses processing skills with a high degree of effectiveness |
| **Communication** - The conveying of meaning through various forms | | | | |
| **Expression and organization of ideas and information**. (Eg.) The thinking matches content of idea. | expresses and organizes ideas and information with limited effectiveness. | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |

Comments:

Final Mark:

Late Marks: