SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/3 Points

Completion

Correctness

Timeliness

**Compilation**

**Total score: \_\_\_\_\_\_\_\_/4**

**Article of the Week #7 *Due Date\_\_\_\_***

***“Teenage Brains are Malleable and Vulnerable, Researchers Say”***

***“Phelps Tested Free Speech With Anti-Gay Protests”***

Read more: http://www.smithsonianmag.com/history/a-brief-history-of-the-salem-witch-trials-175162489/#d7fCAGG7mO9Dc4kw.99

Give the gift of Smithsonian magazine for only $12! http://bit.ly/1cGUiGv

Follow us: @SmithsonianMag on Twitter***”***

***Twelve Word Summary****: Summarize the entire article in twelve words. (think: who, what, when, where, how)*

*Explain what you think is the theme of this article. Create a thematic statement based on the word chosen from the list of abstract thematic ideas (in your reference handbook).*

*Based on the thematic statement you created, explain how the author supports this idea or theme throughout the article. Be sure to state the theme. Cite directly from the text.*

*Create a bibliographic entry/MLA citation of this article (use your reference book for help). Don’t forget the* ***HANGING INDENT!***

Sample:

Chen, Davis. “Bear Facts.” *Our Wildlife* 9 July 1988: 120–25.

(Author) (Title of article) (Publication name) (Date of issue) (Pages)

**Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # \_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions: COMPLETE ALL QUESTIONS AND MARGIN NOTES using the CLOSE reading strategies practiced in class. This requires reading of the article three times.**

**Step 1: Number** the paragraphs. **Skim** the article using these **colors** and **symbols** as you read:

-UNKNOWN WORDS/DEFINITIONS | PENCIL- questions/insights/impressions

**(\*)** important, **(!)** surprising, **(?)** wondering, [**(+)** agree, **(-)** disagree]

**Step 2:** Define the vocabulary that has been boxed for you. Choose an appropriate synonym that has the same part of speech as the term. Write the synonym above each boxed term to help you better understand the excerpt. Box and define any additional unknown words.

**Step 3: Read** the article **carefully**, **highlight text, and make associated notes in the margin**. **Notes should include:**

**BLUE -strong connotation/denotation (diction/word choice)**

**YELLOW-big ideas (write a summary statement of important ideas for each major section)**

**PENCIL- questions/insights/impressions**

**GREEN- elements of argumentation (claims/assertions, evidence/grounds)**

**PURPLE - literary devices, tropes**

**PINK- methods of development/organization**

**Step 3:** A **final quick read** noting anything you may have missed during the first two reads.

Your **margin notes** are part of your score for this assessment. Answer the questions carefully in **complete sentences** unless otherwise instructed.

Write a reflection of your thoughts about the article. Consider important lines. Make connections to your own experiences. *Use textual evidence to support your opinion.*

Step 1: Restate the question insert your opinion/argument/answer.

Step 2: According to (the author) in his/her (genre), “(title),” introduce quote “copy quote” (**cite page/paragraph**).

Step 3: Explain the connection from your opinion/argument/answer.

**RI.11-12.2**, **W.11-12.9b**, **W.11-12.10**)

What makes a good decision? How do teens go about making good decisions? Use examples from Romeo and Juliet and the article to illustrate the use of or lack of good decision making skills.

Step 1: Restate the question insert your opinion/argument/answer.

Step 2: According to (the author) in his/her (genre), “(title),” introduce quote “copy quote” (**cite page/paragraph**).

Step 3: Explain the connection from your opinion/argument/answer.