

## English 2: Article-of-the-Week

“When I realized that in two different class periods I did not have a single ninth-grade student who could identify the vice president of the United States, I grasped how serious the lack of my students’ reading depth had become.”

-Kelly Gallagher, *Readicide*

The world is an interesting place, with a lot of stuff happening in it. That stuff happens whether we know about it or not. The thing is, if we can collectively be more aware of what is happening, then we stand a better chance of shaping the world in ways that we like. Otherwise, we allow the world *to shape us* in ways that we sometimes won’t like—or worse—simply because we don’t know what’s going on. The trick is in developing a personal habit of wanting to know what’s happening, the good and the bad. That habit should start early and be built upon layers of experience.

1. **Close Read (25%):** Read with a pencil/highlighter in hand, and annotate the text. Suggestion: Read the article through first, then annotate the second time around. At a glance, your copy of the article should look heavily marked. Up close, your comments and questions should seem sincere and thoughtful. This is the look and sound of “active reading.”
  - a. Annotating *means* underlining or highlighting key words and phrases—anything that strikes you as surprising or important, or that raises questions or confusions.
  - b. Annotating *includes* writing your thoughts and reactions in the margins next to what you have highlighted or underlined. Random underlining or highlighting by itself is coloring, not close reading. Close reading is making connections, asking questions, inferring, expressing confusion, evaluating the article, and identifying main points.
  - c. Highlight or circle words you do **NOT** know, then look ‘em up! Write down the definition in the margin next to the word. Many of these articles are written for a broad readership, with the author assuming that the reader has a decent working vocabulary. A wider vocabulary offers you greater access to the world.
  
2. **Purpose and Audience, and Summary Statement (25%):** Write a sentence containing the author’s purpose (use verb list) and intended audience, **THEN** write a summary statement for the article in which you include:
  - a. the author, title, and source.
  - b. the sentence completed with the main idea/main point of the article.
  - c. 25 words or less; the author/title/source counts as **1** word.
  - d. the number of words written and circled next to the summary statement.
  
3. **AOW Reflection (50%):** Write a 1+ page reflection about the article on a separate piece of paper. You will be provided with reflection topics. You can choose one of the topics to write on OR you can choose your own. Anything less than 1 page will NOT be acceptable!

### IMPORTANT REMINDERS!

- ✓ Do ALL parts (#1-3) and READ DIRECTIONS!
- ✓ You are responsible for completing the AOW on time and to be prepared to discuss the article with groups and the class.
- ✓ AOWs will be stamped on due date and collected following the class discussion.