**DIRECTIONS:**

Annotate by answering the questions for each page as necessary using FOUR DIFFERENTLY COLORED pens. I do not care what four colors you choose, but you must marry these colors for the entire text. If you are using a library copy, you may use different colored sticky notes. Please use the model in your handout for the Reading Graphic Text ppt.

1. What do I see?
2. How does the image (or do the images) connect with the words?
3. What graphic writing devices and/or literary devices is the author using? Why are they being used at that particular place in the narrative?
4. What does it mean when it is all put together? How do the art and literature merge to create meaning?

Why I Am So Cruel (Your IB Aims):

* develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
* encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
* encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
* develop the students’ ability to form independent literary judgments and to support those ideas.

Annotation Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 | 0 |
| Annotation/Marginal Notation | Text has been thoroughly (all pages) annotated answering all four questions. | Text is annotated covering all questions for most pages. A few missed questions may be present, but the overall meaning is clear.  | Text is somewhat annotated with most pages being addressed but missed some questions or missed assertions.  | Text is briefly annotated—most likely the night before.  | No annotation. Student merely underlined, boxed and highlighted.***OR***Commentary was ill-mannered. |
| Quality of annotated notes  | Comments demonstrate analysis—thinking beyond the surface level of the text. The student asserts the why and how instead of the what.  | Comments demonstrate brief analysis—some thinking beyond the surface level of the text. The student may have missed some meaning.  | Much of the commentary suggests thought in specific sections of the text. It is thoughtful at times, but does not assert the how and why consistently.  | Commentary remains at the surface level and/or suggests thought in specific sections of the text rather than throughout. |  |

An Example:

