**Analysis Protocol**

The purpose of this protocol is to help you as a student more fully engage in material you are reading. This protocol will provide you valuable practice in analytic and critical thinking. It may be challenging at first, but with time and practice you will become skilled.

**Analysis Protocol procedures:**

**STEP 1:**

**PINK WORDS—Circle, star, or underline words that stand out in the passage or are used in unusual ways. Note patterns of words/phrases and words/phrases that break the pattern.**

1. **EVIDENCE (quotes, paraphrases)** supports your inferences and proves your argument is valid.

**---examples of evidence words used in questions are locate, identify, list, name, summarize)**

**STEP 2:**

**YELLOW WORDS---After understanding, circling, starring words and phrases, write off to the side your reasons for doing so. What connections can you make? What are some connotations of the words? How do these words show motivation, development of ideas, etc.? What overall patterns do you see? Why are they important?**

1. **INFERENCES (analysis)** explain how and why your evidence is important and proves your thesis

**---examples of inference words used in questions are compare/contrast, tell how, tell why, characterize**

**STEP 3:**

**GREEN WORDS---Once you have written your comments, think of general, value-driven, argumentative words that apply to the passage. Write your thesis using at least two of these words.**

1. **THESIS** should value-driven, evaluative, and argumentative. It contains at least two green words (words that are value-driven, evaluative, and argumentative, like justice, misery, innocence, freedom, happiness, faith, etc.)

**---examples of thesis words used in questions are evaluate, judge, persuade, critique**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period 1 2 3 4 5 6 Final Score \_\_\_\_/4**

**Close Reading (Analysis Protocol) Rubric for Fictional Text**

|  |  |
| --- | --- |
| **Score** | **Comment** |
| **Score 4** | The student actively and consistently responds to **a fictional text** at multiple levels of comprehension, interpretation and extension:   * The student uses a variety of annotation tools including underlining, highlighting, words, symbols, and color-coding, marking the text for literal and inferential evidence about setting, characters, plot development, and writer’s crafts. * The student writes notes in the margins that summarize, define, question, clarify and predict. * The student responds to **the writing prompt** with complete command of grammar, organization and sentence fluency. * The student answers questions thoughtfully, using the text as evidence. * The student applies close reading strategy with growing independence. |
| **Score 3** | The student frequently responds to **a fictional text** at multiple levels, though with less consistency, variety and depth of focus:   * The student uses some annotation tools including underlining, highlighting, words, symbols, or color-coding, marking the text for literal and inferential evidence about setting, characters, plot development, and writer’s crafts. * The student writes notes in the margins. * The student responds to **the writing prompt** with adequate command of grammar, organization and sentence fluency. * The student answers questions, using the text as evidence. * The student demonstrates the reader’s participation in teacher-directed or guided reading activities. |
| **Score 2** | The student responds to **a fictional text** but with inconsistent frequency, variety, and/or depth of focus.   * The student’s annotations show limited evidence of comprehension and class participation in teacher-directed guided reading activities. * The student does not respond to the writing prompt or the response is insufficient. * The student’s annotations show limited engagement in active reading and little or no independent rereading. |
| **Score 1** | The student responds to **a fictional text** infrequently and superficially, demonstrating little or no comprehension of the text and little or no engagement in active reading. |
| **Score 0** | **Even with help, a student cannot read the fictional text, or complete written response. Questions were not answered.** |

**Comments:**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period 1 2 3 4 5 6 Final Score \_\_\_\_/4**

**Close Reading (Analysis Protocol) Rubric for Informational Text**

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| --- | --- |
| **Score** | **Comment** |
| **Score 4** | The student actively and consistently responds to **an informative text** at multiple levels of comprehension, interpretation and extension:   * The student uses a variety of annotation tools including underlining, highlighting, words, symbols, and color-coding, marking the text for literal and inferential evidence about main idea (claim) and critical details. * The student writes notes in the margins that summarize, define, question, clarify and predict. * The student responds to **the writing prompt** with complete command of grammar, organization and sentence fluency. * The student answers questions thoughtfully, using the text as evidence. * The student applies close reading strategy with growing independence. |
| **Score 3** | The student frequently responds to **an informative text** at multiple levels, though with less consistency, variety and depth of focus:   * The student uses some annotation tools including underlining, highlighting, words, symbols, or color-coding, marking the text for literal and inferential evidence about main idea (claim) and critical details. * The student writes notes in the margins. * The student responds to **the writing prompt** with adequate command of grammar, organization and sentence fluency. * The student answers questions, using the text as evidence. * The student demonstrates the reader’s participation in teacher-directed or guided reading activities. |
| **Score 2** | The student responds to **an informative text** but with inconsistent frequency, variety, and/or depth of focus.   * The student’s annotations show limited evidence of comprehension and class participation in teacher-directed guided reading activities. * The student does not respond to the writing prompt or the response is insufficient. * The student’s annotations show limited engagement in active reading and little or no independent rereading. |
| **Score 1** | The student responds to **an informative text** infrequently and superficially, demonstrating little or no comprehension of the text and little or no engagement in active reading. |
| **Score 0** | **Even with help, a student cannot read the informative text, or complete written response. Questions were not answered.** |

**Comments:**

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| --- |
| **Bloom's Taxonomy for Academic Writing** |
| **Thesis statements and topic sentences belong at the Synthesis and Evaluation Levels (Green)** |
| **Evaluation**  Making judgments about the value for some purpose.  recommend judge warn critique  justify evaluate urge reconcile  argue persuade encourage defend  **Synthesis**  Putting together elements and parts to form a whole -- a pattern or structure not clearly evident before -- a new whole  create construct modify produce  compose design hypothesize |
| **Inferences belong at the Analysis level (Yellow)** |
| **Analysis**  Breaking down material into its constituent parts and detection of the relationships of the parts and of the way they are organized  separate outline connect characterize  divide relate identify the parts  categorize separate compare/contrast  distribute link |
| **Evidence [quotes and paraphrases] belongs at the Comprehension and Knowledge level. (Pink)** |
| **Comprehension**  Understanding the meaning and intent of the material  summarize explain describe clarify  reword paraphrase tell record  inform match review decipher  **Knowledge**  Recognizing and recalling ideas & materials  list recite identify find  name locate memorize duplicate |