

# My World Series

## Guided Readers ~ Level J Set

The *My World* reading series is a set of non-fiction books that are designed to help young children become enthusiastic and motivated readers. Each book is geared to a specific reading level and has colorful, child-friendly photos. All the books have great kid appeal through use of humor and introspection. By using this Teacher's Guide, you have an opportunity to tap into high student interest while exposing students to a wide range of subjects. The books have been color-coded by rainbow colors to make it easier for children to identify which books they can read next.

Participation in the lessons in this guide will lead students to make connections and understand concepts such as classification, patterns, and how families, friendships, and communities work. Students will become aware of what they need, how they can cooperate, and how they share resources with people and animals. They will realize that they can make a positive difference through their actions.

The lesson plans are tailored for grades K–1 and address various subjects, such as science, language arts, performing arts, mathematics, and social studies. The book titles referenced in this guide include:

### LEVEL A

*I can count*  
*I eat a rainbow*  
*Who am I?*  
*My toys have shapes*

### LEVEL B

*Arms and legs, fingers  
and toes*  
*I have feelings*  
*It is my birthday*  
*What do I see?*

### LEVEL C

*Baby animal names*  
*I am growing and changing*  
*I can do it!*  
*The clothes I wear*

### LEVEL D

*My big and small pets*  
*My healthy body*  
*My senses help me*  
*I move like this*

### LEVEL E

*Hip-hop dancers*  
*This is my family*  
*This is my home*  
*What are my jobs?*

### LEVEL F

*What do I need?*  
*Where am I?*  
*Rodent Rap*  
*These are my friends*

### LEVEL G

*My family community*  
*My school community*  
*Places in my community*  
*Helpers in my community*

### LEVEL H

*An animal community*  
*How do animals hide?*  
*My backyard community*  
*Where do animals live?*

### LEVEL I

*Fun ways to learn*  
*Getting from place to place  
in my community*  
*What are landforms?*  
*Where on Earth do  
animals live?*

### LEVEL J

***Can you solve these  
animal mysteries?  
Let's learn about Earth's  
continents  
What kind of animal is it?  
What will I write?***

The 40 color-coded books in the reading series are divided into ten different reading levels, allowing children to move from level to level as their skills progress.

# National Standards Correlation

Lesson Plan Title	Correlation to National Standards
<p><b>Let's learn about Earth's continents</b></p>	<p><b>Language</b>            Ask and answer questions about key details in the text.            Identify the main topic and retell key details of a text.            Read grade-level text with purpose and understanding.</p> <p><b>Social Studies</b>            Construct maps, graphs, and other representations of familiar places.            Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p><b>Visual Arts</b>            Generate and conceptualize artistic ideas and work.            Organize and develop artistic ideas and work.            Refine and complete artistic work.</p>
<p><b>What will I write?</b></p>	<p><b>Language</b>            Ask and answer questions about key details in the text.            Know and use various text features to locate key facts or information in a text.            Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).            Read grade-level text with purpose and understanding.</p> <p><b>Science</b>            Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>
<p><b>What kind of animal is it?</b></p>	<p><b>Language</b>            Identify the main topic and retell key details of a text.            Use the illustrations and details in a text to describe its key ideas.            Read grade-level text with purpose and understanding.</p> <p><b>Science</b>            Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.            Make observations of plants and animals to compare the diversity of life in different habitats.            Use observations to describe patterns of what plants and animals (including humans) need to survive.</p>
<p><b>Can you solve these animal mysteries?</b></p>	<p><b>Language</b>            Distinguish between information provided by pictures or other illustrations and information provided by the words in a text            Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.            Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.            Read grade-level text with purpose and understanding.</p> <p><b>Science</b>            Use evidence to support the explanation that traits can be influenced by the environment.</p>

# Overview and Scope of Lesson Plan Activities

Lesson Plan Title	Subject Areas	Major Concepts
Let's learn about Earth's continents	Language Social Studies Visual Art	<ul style="list-style-type: none"> <li>label and identify Earth's continents, oceans, equator, poles, and hemispheres on a map</li> <li>demonstrate understanding of the features of Earth's continents</li> </ul>
What will I write?	Language Social Studies Science	<ul style="list-style-type: none"> <li>show understanding of animal life cycles</li> <li>create a diagram, using captions, transition words, and illustrations, to detail the process of a life cycle</li> <li>integrate simple text forms when writing a piece identifying people, places, and things important in their life</li> </ul>
What kind of animal is it?	Language Science	<ul style="list-style-type: none"> <li>categorize the characteristics of different types of animals</li> <li>identify the things animals need to survive</li> </ul>
Can you solve these animal mysteries?	Language Science	<ul style="list-style-type: none"> <li>identify the factors that allow them to distinguish a fictional illustration from a realistic one</li> <li>ask questions and create a presentation about an animal mystery</li> </ul>

# Pacing Chart and Vocabulary

One class period is approximately 40 minutes.

Lesson Plan Title	Pacing	Vocabulary	Assessment
Let's learn about Earth's continents	3-4 class periods	Antarctica Arctic Ocean Asia Atlantic Ocean Australia continents equator Europe hemispheres Indian Ocean North America Pacific Ocean poles South America Southern Ocean	Assess student Continent and Ocean Lap-Books using Continent and Oceans Lap-Book Checklist.  * For any of the titles in the My World Series, teachers may choose to work with select students individually to assess literacy skill development using the <i>Reading Comprehension Rubric</i>
What will I write?	3-4 class periods	captions diagram fiction headings nonfiction text transition words	Diagram may be used for formative assessment: <ul style="list-style-type: none"> <li>• Ability to choose animal and describe its life cycle</li> <li>• Organizational ability; life cycle is depicted accurately and is labeled</li> <li>• Research skill level, use of resources</li> </ul> <p>Meet with individual students during the writing process and take anecdotal notes on their understanding of the task and their understanding of text forms.</p> <p>Use Text Checklist as a formative assessment piece as well as assessment as learning. Assess student understanding of text forms by ensuring informational text features were included in writing and that it was used correctly.</p>
What kind of animal is it?	1 class period	amphibian bird fish invertebrate living thing mammal reptile vertebrate	With a select group of students: <ul style="list-style-type: none"> <li>• Make anecdotal records of their abilities to categorize animals into reptiles, amphibians, mammals, etc.</li> <li>• Collect anchor charts as a form of formative assessment and check for student understanding (re-visit students that require follow-up).</li> </ul>
Can you solve these animal mysteries?	3 class periods	adaptation mystery news broadcast survive	Rubric as form of formative assessment.  Anecdotal notes on student engagement and understanding during class discussions and brainstorming sessions.

# Let's learn about Earth's continents

A lesson about the features and geography of Earth's continents.

## Content

Students will identify the features of Earth's continents and use a map to find and label the parts of Earth.

### National Standards

The following standards will be addressed in the lesson:

#### Language

Ask and answer questions about key details in the text. Identify the main topic and retell key details of a text. Read grade-level text with purpose and understanding.

#### Social Studies

Construct maps, graphs, and other representations of familiar places.

Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

#### Visual Arts

Generate and conceptualize artistic ideas and work.

Organize and develop artistic ideas and work.

Refine and complete artistic work.

## Materials

- *Let's learn about Earth's continents* book
- White board or Chalkboard with markers or chalk
- Pencil Crayons, Markers, etc.
- Scissors
- Glue
- Manila Folders
- Colorful Card Stock
- World Maps (Various sizes 4x6, 2x3)
- Post it notes
- *Continent and Oceans Lap-Book Assessment*

## Objectives

The children will be able to...

- label and identify Earth's continents, oceans, equator, poles, and hemispheres on a map.
- create a lap-book that illustrates their understanding of various aspects of Earth and its continents.

## Instructional Procedure

### Anticipatory Set

Prior to reading *Let's learn about Earth's continents*, assist students in activating their knowledge, experiences, and understandings about Earth's continents. Ask students:

- Do you know how many continents Earth has?
- Do you know which continent is the largest?"
- Do you know which continent hardly has any people living on it because it is so cold?

Read the title of the book to the students and ask students to name the continents they know. Teacher may write down answers on the white board.

Set a purpose for reading.

- As I am reading through this book, I would like you to think about the different characteristics of Earth's continents. I would also like you to think about what else is important to understanding our Earth (i.e. why are certain continents warmer than others?)

### Class Discussion

Engage the children with prompts and questions while you are reading the text.

A pause may be taken after page 13 of the text.

Ask the following questions:

- Has anyone in the class been to another continent?
- How was the weather different from what we experience here?
- Did you notice anything different about people's clothing that would indicate how they have adapted to a different climate?
- How do we adapt in our climate? What are some things we do?
- What continent do we live on?
- Is our continent close to the equator or farther away? How does this affect us?

Ask students to read *Let's learn about Earth's continents* on their own.

**Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using *Reading Comprehension Rubric*.**

## Activity

Students will create a Continents and Oceans Lap-Book. Teacher should show students an exemplar (i.e. their own, a previous students, examples online, etc.)

*A lap-book is similar to a pop-up book, with a lot of information that can be used for testing, for review, and as a textbook.*

See example here: <https://bit.ly/1AUy2Kw>

Teacher will provide students with information on what a Lap-book is and the various ways they can be created.

The Continents and Oceans Lap-Book should include:

- **Title page**
- **World Map Guess and Check**  
(Students will label all the continents on one map and have another map on top of it cleared of all answers; students will be able to quiz themselves and/or a partner in regards to the location of each continent)
- **Continents Flip Book**  
(Students will create a flip book of all the continents. Each page should include a drawing of the continent, what the climate is like, a major landmark, and 2 interesting facts)
- **5 Ocean Foldable Tab**  
(Label each ocean on a separate world map. Cover maps with post-it-notes so they may quiz themselves about the location of each ocean). .
- **Where Am I From Animal Identification**  
(Draw and describe an animal that can be found on each of the continents)
- **Continents Poem/Song**  
(Write a poem or song similar to page 4 of the text **and place it on the back of the lap-book**).
- **Labeled Globe**  
(Students will draw a picture of the globe and label the equator, north hemisphere, and south hemisphere.)

Display this criteria for students, or compile it into a checklist students can fill out as they complete their lap-books. Students should refer to Let's learn about Earth's continents book for the information they need.

## Accommodations and Extensions

The amount of information required for the activity may be limited or extended according to the student's abilities (i.e. less or more detail included about the continents).

### Accommodation Suggestion:

Students that require accommodations may work with a peer on creating a poem/song that characterizes the continents (Student ability grouping).

Students that struggle with fine motor skills may prefer to complete the tasks on a computer instead of writing the information.

## Closure

Children may circulate around the room and look at each other's lap-books.

Invite students to share their poems/songs that they created in front of the class.

## Assessment

Assess Continent and Ocean Lap-Books using *Continent and Oceans Lap-Book Assessment*.

# What will I write?

Learning about different text types and ways to write them.

## Content

Students will learn about text types and write informational texts including the features of the text type.

### National Standards

The following standards will be addressed in the lesson:

#### Language

Ask and answer questions about key details in the text.

Know and use various text features to locate key facts or information in a text.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Read grade-level text with purpose and understanding.

#### Science

Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle

## Materials

- *What will I write?* book
- Pencils, Pens, Markers, etc.
- Paper
- Post-it Notes
- Computer (Research)
- Text Checklist

## Objectives

The children will be able to...

- create a diagram of a chosen animal's life cycle, using captions, transition words, and illustrations to detail process
- integrate informational text features when writing a piece identifying people, places, and things important in their life

## Instructional Procedure

### Anticipatory Set

Read the title of the book and ask students what they believe the book will be about.

Scan the contents list of the text (page 3) and discuss whether the topics listed provide more insight into what they will learn.

Help students activate their knowledge, experiences, and understandings of writing forms. Ask them:

- Why do people write? Is there a purpose to writing?

Set a purpose for reading.

- As I am reading, I would like you to think about all the different reasons why we write and how a particular purpose for writing can change the form in which it is written.

### Class Discussion

Engage the children with prompts and questions while you are reading the text.

Take a pause after reading page 13 of the text and ask the following questions:

- How do pictures, photos, and diagrams help readers understand the text?
- What do you notice about the pictures used in nonfiction writing versus those used in fiction?
- Why do you think adjectives are an important part of the writing process?
- What are some adjectives you would use to describe yourself? Think of 5 adjectives and write them on your Post-It note

Ask students to read *What will I write?* on their own.

**Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.**

## Activity

Using page 7 in the book as a guide, students will choose a mammal, insect, or amphibian and draw a diagram that represents its life cycle.

For each step in the cycle, students will write a caption and include sentences that detail the change the animal of choice is going through. They will use words such as “first”, “next”, “then”, and “finally”, to describe the transitions between stages.

Students will write an informational piece about themselves, detailing the significant people, places, and things in their life. The piece should include at least 5 details. Students will:

- Use headings to organize information on the page
- Include a contents list
- Include illustrations and/or photographs that are accompanied by captions that describe what is being depicted
- Include a cover page with a creative title

Teacher should discuss success criteria with students and provide them with a final outline.

## Accommodations and Extensions

### Accommodation Suggestions:

Students that struggle with fine motor skills may prefer to complete the tasks on a computer instead of writing the information.

### Extension Suggestions:

Have students write an accompanying fiction piece for either of the nonfiction pieces they wrote in the activity today. Their fiction piece should complement the nonfiction piece and include the features of fiction text types. Ask students to compare the difference between the pieces, focusing on the differences in how information is conveyed.

## Closure

Invite students to share their research with the class. Invite them to read their pieces to their peers. Students who choose not to read can listen carefully and respectfully.

## Assessment

Diagram may be used for formative assessment:

- Ability to choose animal and describe its life cycle
- Organizational ability; life cycle is depicted accurately and is labeled
- Research skill level, use of resources

Meet with individuals students during the writing process and take anecdotal notes on their understanding of the task and their understanding of text forms.

Use *Text Checklist* as a formative assessment piece as well as assessment as learning. Assess student understanding of text forms by ensuring informational text features were included in writing and that it was used correctly.

# What kind of animal is it?

Investigating animal groups and their characteristics.

## Content

Students will identify and describe animal groups, and classify different animals into their group.

## National Standards

The following standards will be addressed in the lesson:

### Language

Identify the main topic and retell key details of a text.

Use the illustrations and details in a text to describe its key ideas.

Read grade-level text with purpose and understanding.

### Science

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Make observations of plants and animals to compare the diversity of life in different habitats.

Use observations to describe patterns of what plants and animals (including humans) need to survive.

## Materials

- *What kind of animal is it?* book
- White board or Chalkboard
- White board Marker or Chalk
- Pens, Pencils, Markers, etc.
- Chart Paper
- K-W-L Chart

## Objectives

The children will be able to...

- complete a chart categorizing animal groups and their characteristics.
- explain that animals are living things that require air, water, food, and shelter to survive.

## Instructional Procedure

### Anticipatory Set

Prior to reading the book, assist students in activating their knowledge, experiences, and understandings about animals.

Ask students:

- What kind of animals do some of you have at home?
- What are some of the ways we can categorize animals?
- How would you describe a living thing?

Introduce the words reptiles, amphibians, mammals, vertebrates, and invertebrates and write their names on the white board or a word wall.

Hand out K-W-L Chart and ask students to fill out column K (What do you know about reptiles, amphibians, mammals, etc.). Invite students to share some of their responses.

Pose the question:

- What about birds and fish? Do they belong in any of the groups we just discussed?

Take a poll on how many students believe birds and fish belong in their own groups and how many students believe they fall within the groups of reptiles, amphibians, and/or mammals. Explain to students that birds and fish fit are their own groups.

Set a purpose for reading. For example, tell students:

- As I am reading, listen for the words:
  - Reptiles and their characteristics
  - Amphibians and their characteristics
  - Mammals and their characteristics
  - Vertebrates and their characteristics
  - Invertebrates and their characteristics”

### Class Discussion

Engage the children with prompts and questions while you are reading the text.

A pause may be taken after page 9 of the text. Ask students to fill out column W of their K-W-L Chart (What do you want to know about animals who are reptile, amphibians, mammals, etc.?).

Students will turn to peer beside them and discuss one fact that they found interesting about animals from the text. Students will fill out column L of their K-W-L Chart (What did you learn?).

Ask students to read *What kind of animal is it?* on their own.

**Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.**

## Activity

Place students in small groups of approximately four.

Using the animals illustrated on page 4 and 5 of the text, students will use chart paper to make a chart that categorizes each animal in columns according to the animal group to which it belongs.

On the chart, students also need to list each animal group's physical characteristics (i.e. body parts and coverings, whether they are a vertebrate or invertebrate, how they are born, etc.).

Students will also list 3 additional animals that belong to each of the categories.

Have students use *What kind of animal is it?* book to find the information they need.

Have students share their answers. Compare the basic needs of each living thing—coming to the conclusion that all living things need the same things to survive (food, air, water, shelter).

## Accommodations and Extensions

### Accommodation Suggestion:

The number of animals added to each column may be adjusted based on student's abilities.

### Extension Suggestion:

Invite students to create a diagram of one of the animals listed on their anchor chart and label the physical attributes that help to identify it into a particular category of animal.

## Closure

Hold class discussion. Ask students:

- Which animal group did you find to be the most interesting?
- Which group do you belong in? How are you different from the other animals that you placed in that group?
- What physical attributes cause birds and fish to be placed in their own categories?
- What was the common characteristic you found across all categories? What makes all animals the same?

## Assessment

With a select group of students:

- Make anecdotal records of their abilities to categorize animals into reptiles, amphibians, mammals, etc.
- Collect anchor charts as a form of formative assessment and check for student understanding (re-visit students that require follow-up).

# Can you solve these animal mysteries?

Investigating animal mysteries by understanding adaptations.

## Content

Students will formulate and answer questions about animal mysteries by learning about animal adaptations.

### National Standards

The following standards will be addressed in the lesson:

#### Language

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Read grade-level text with purpose and understanding.

#### Science

Use evidence to support the explanation that traits can be influenced by the environment.

## Materials

- *Can you solve these animal mysteries?* book
- Pens, Pencils, Markers, etc.
- Computers (Research)
- Paper
- Post-it notes
- *News Broadcast Rubric*

## Objectives

The children will be able to:

- identify the factors that allow them to distinguish a fictional illustration from a realistic one.
- formulate and answer questions about animal mysteries.
- understand and describe animal adaptations.
- create a news report on an animal mystery of their choosing.

## Instructional Procedure

### Anticipatory Set

Read the title of *Can you solve these animal mysteries?* and ask students what they believe the book will be about.

Help students connect with their previous knowledge and experiences with animals by having them analyze the illustrations on the title page.

Tell and ask students:

- Some of the illustrations on the title page are realistic while others are fictional. How are we able to differentiate between the two?
- Do you think that being able to distinguish between fact and fiction will help you navigate through this text?

Set a purpose for reading. For example:

- As I am reading the text, I would like you to think about the information being provided by the words and the information being provided by the pictures and/or illustrations. Think about how being aware of the information given to you makes you a more informed learner.

### Class Discussion

Engage the children with prompts and questions while you are reading the text.

- Encourage them to discuss how they know pictures are real or unreal.
- Ask students to share the most surprising facts they learned from the book.

Ask students to read *Can you solve these animal mysteries?* on their own.

**Optional: During reading period, teacher may choose to meet individually with students to assess literacy skills development using Reading Comprehension Rubric.**

## Activity

Students will brainstorm some animal mysteries they are curious about. They can use the book for examples, or come up with their own examples. They should pose the mystery as a question. For example:

- How do dolphins communicate under water?
- How can bats navigate through the dark?
- What are zebras' stripes for?
- How do monarch butterflies know where to fly when they migrate?

Have students write one or two questions on Post-it notes and stick the notes on the white board or chalkboard at the front of the room.

This may be done in small groups, in pairs, or individually.

Review animal mysteries that students came up with. Choose a couple of Post-it notes to “answer” together. Ask students if they know the answers to any of the questions. Refer to *Can you solve these animal mysteries?* book for some answers.

Have a class discussion in which activity is introduced. Ask students:

- What are animal adaptations?
- Do you think that the animal characteristics on page 18 and 19 of the book are types of adaptations? Why or why not?
- How do understanding animal adaptations help us solve animal mysteries?

In small groups of 2-3, students will choose an animal adaptation they are curious about and create a news broadcast explaining their question and the answer they came up with. They can choose one of the questions from the Post-it notes, or come up with a new question.

Give students sentence starters to guide them:

I wonder how/what \_\_\_\_\_.

The adaptation that answers my question is \_\_\_\_\_.

Three facts about my animal and adaptation are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Students should use *Can you solve these animal mysteries?* book, other books in the school or classroom library, and computers for research.

Success criteria may include, but not be limited to:

- Broadcast must introduce the animal mystery and explain the question that is being asked.
- Broadcast must explain the animal adaptation and how it answers the question.
- Every group member must have a speaking role
- Includes a visual aid that enhances/supports information being provided
- Includes a minimum of 3 facts related to their animal and animal adaptation

## Accommodations and Extensions

### Accommodation Suggestion:

Students who struggle with oral communication may prefer to complete task in the form of a Power-Point presentation.

### Extension Activity:

Invite students to create their own mystery animal and include an adaptation that helps it survive its environment.

## Closure

Students will present their news broadcast to the class. Broadcasts should be no longer than 5 minutes each.

## Assessment

Use *News Broadcast Rubric* to assess presentations.

Anecdotal notes on student engagement and understanding during class discussions and brainstorming sessions.

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### Continents and Oceans Lap-Book Assessment

	Very Well Done	Adequate	Somewhat Limited
Lapbook includes a title page that is reflective of the subject.			
Continents are labeled neatly and correctly.			
Continent flip-books include a drawing of the continent, a description of the climate, the name of a landmark, and 2 correct facts.			
Animal identifications correctly identify an animal that is native to the continent, and animal has been drawn.			
Equator and hemispheres have been correctly labeled on a globe.			
Poem/Song reflects material discussed in class and includes the names of every continent and oceans.			
Lap-book is neat and organized and reflects a high degree of effort.			

Teacher feedback

---

---

---

---

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

### Text Checklist

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement
Student identifies some of the significant people, places, and things in their life and provides detailed information about each topic.			
Piece is organized and transitions well between topics.			
Illustrations and/or photographs enhance and support the information provided.			
Student integrates various text forms in their writing (i.e. captions, headings, contents, etc.)			
There are very few (2-3) mechanical errors such as grammar and spelling.			
Title page captures the audience's attention.			

Teacher feedback

---

---

---

---

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### K-W-L Chart

	What do you KNOW?	What do you WANT to know?	What did you LEARN?
Reptiles			
Amphibians			
Mammals			
Vertebrates			
Invertebrates			
Birds			
Fish			

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Partner(s): \_\_\_\_\_

Animal: \_\_\_\_\_

### News Broadcast Rubric

Objective	Beginning 1	Developing 2	Developing 2	Exemplary 4
<b>Communication</b>	Ideas and information are unorganized. Student is unable to speak coherently or clearly.	Ideas and information are organized with some degree of effectiveness. Student has difficulty remaining focused which affects their ability to speak clearly.	Ideas and information are organized with a considerable degree of effectiveness. Student is mostly focused and speaks in a clear manner.	Ideas and information are organized with a high degree of effectiveness. Student is consistently focused and speaks in a clear, coherent manner.
<b>Content</b>	Demonstrates very limited knowledge on the topic at hand. Does not make any reference to the visual aid and does not have any examples to support ideas.	Demonstrates some knowledge on the topic at hand. Makes reference to visual aid but it does not support ideas and/or claims.	Demonstrates a considerable amount of knowledge on the topic at hand. Makes reference to visual aid in a way the contributes to the presentation.	Demonstrates a high degree of knowledge. Describes topic with ease. Reference made to visual aid enhances content and presentation. Pertinent examples support ideas.
<b>Engagement</b>	Shows no interest in topic being presented on. No eye contact is made with the audience. Audience does not gain any information about the topic.	Demonstrates a limited amount of enthusiasm about the topic. Maintains little eye contact and does not have a consistent tone.	Demonstrates an adequate amount of enthusiasm about the topic during most of the broadcast. Maintains eye contact and consistent tone through most of presentation.	Demonstrates strong enthusiasm about the topic during entire broadcast. Maintains eye contact and a consistent tone throughout entire presentation.

Teacher feedback

---



---



---



---

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

G.R. Level: \_\_\_\_\_

### Reading Comprehension Rubric

Skill	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Predicting before, during, and after reading	Student does not make predictions before, during, or after reading; does not cite supporting text with prompting cues.	Student makes few predictions before, during, or after reading; may cite supporting text with prompting cues.	Student makes predictions before, during and after reading; cites supporting text; some prompting cues may be used.	Student consistently makes predictions before, during, and after reading; cites supporting text; confirms or modifies predictions without prompting.	
Identifying topic/main idea	Student does not identify the topic using information from the text and illustrations with prompting cues.	Student identifies the topic using minimal information from the text and illustrations with consistent prompting cues.	Student identifies the topic using information from the text and illustrations; prompting cues may be used occasionally.	Student consistently identifies the topic using information from the text and illustrations without prompting cues.	
Recall	Student struggles to provide minimal recall of details and information with little to no accuracy.	Student provides some recall of details and information with partial accuracy.	Student provides accurate recall of some key information and some details.	Student provides accurate recall of most key information and significant details.	
Connecting with text • connecting text to personal experiences, other texts, other media forms, etc.)	Student makes limited connection to text: • requires one-to-one coaching to offer response	With prompting, student makes simple connections with text.	Student makes simple and effective connections with text using background knowledge and personal experiences.	Student makes meaningful connections with text using background knowledge and personal experiences. • uses direct evidence from text to support connection	
				<b>Total Score</b>	

Teacher feedback

---



---



---



---