

Lesson 1: Main Idea & Details (1-2 class periods)

Text: "Growth Mindset" or another text in <i>Steps to Success</i>	
Standards: Main idea and details in nonfiction text (CCSS.RI.1, FL BEST R.2.2, TEKS Strand 2.G, VA SOL.6)	
Objectives: <ul style="list-style-type: none"> • Read and explore a nonfiction text. • Identify main idea of a nonfiction text. • Support a nonfiction main idea using key details and text evidence. 	Materials: Graphic organizer example (below) Paper
Assessments of Learning: <ul style="list-style-type: none"> • Teachers can informally assess student comprehension during group reading and discussion by monitoring student behavior or asking brief questions about the text. • Class discussion responses and graphic organizers provide more informal assessment opportunities. • Exit slip can be read or collected as a formative assessment. 	

Lesson Procedures

Introduction: (5 minutes)	<p>Hook: We practice things to get better at them. This is a skill people use at school, in hobbies, and in jobs. For example, we practice adding numbers to get better at addition. What are some other skills you practice getting better at? (e.g., writing, running, drawing).</p> <p>Allow a partner discussion. Then, introduce the main text with the whole class.</p>
Reading Practice: (30-40 minutes)	<p>Group Reading: Divide students into small groups (3-5 students). Instruct students to read the text and answer the comprehension questions together.</p> <p>Group Discussion: After reading, small groups should answer the question, "What was this text <i>mainly</i> about?" They should be able to explain how they know this answer.</p> <p>Class Discussion: Allow each group a chance to share how they answered the discussion question. Clarify that this question asks students to identify main idea.</p>

<p>Supporting Main Idea: (30-40 minutes)</p>	<p>Re-Reading: Groups re-read the text. This time, underline the main idea and details. Students should circle phrases that state the main idea and underline phrases that are smaller, supporting details.</p> <p>Pairs Graphic Organizer: Students can draw a main idea graphic organizer or teachers can print the example on the next page. Using their annotated text as support, students should complete the graphic organizer to show the main idea and key details of the reading.</p> <p>Class Discussion Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between a key supporting detail and a fun fact when thinking about main idea? 2. How did re-reading the text a second time help you find the main idea and key details?
<p>Closing: (5 minutes)</p>	<p>Exit Slip/Notebook:</p> <ol style="list-style-type: none"> 1. Choose one key detail from your graphic organizer. Explain in a sentence how that detail supports the main idea of the text. 2. Is every part of a text a key detail? Explain how you know why or why not.

Educator Note!

Some students may feel the need to circle or underline every piece of text on the page, rather than prioritizing those with the most essential meanings.

It may help these students to see a model of underlining brief detail phrases.

Accommodations & Modifications:

- Read the text aloud to students.
- Complete the graphic organizer collaboratively with a teacher.
- Provide students with the main idea, and only ask them to find details.

Extensions:

- Complete a main idea/details graphic organizer based on a new text.
- Identify the main ideas of individual paragraphs within the text.
- Write a summary paragraph about this text, using your graphic organizer as an outline.

Growth Mindset

Have you heard that no one is perfect? It's true! And, this idea is part of a **growth mindset**. A growth mindset is believing that working hard and getting better is most important. When you focus on trying your best and learning from your experiences, you can keep getting better at whatever you do. For example, you might not be perfect at first when you try a new skill like drawing or playing a sport. That's fine, you can get better! If you practice and try it more, you will improve. In school, challenges are chances to grow, not problems to avoid.

If you only focus on success, like getting the highest score or always winning, you might miss out on important lessons. Sometimes, people who only care about success can get discouraged if they don't do well. Then, they might give up instead of trying again. This can stop them from learning new things. Success is great, but it's not the only thing that matters. What's more important is what you learn along the way and how you get better over time.

When you have a growth mindset, you become a lifelong learner. This means you're always ready to try new things. And, you're excited to keep improving, even when things are tough. You understand that mistakes are part of learning, and that each step forward is a way to grow. This mindset helps you stay curious and open to new experiences. Even if you do not succeed at first, you can always succeed with more hard work. This helps you succeed throughout your life.

1. What is "practice"?
 - a. Starting a new skill for the first time.
 - b. Trying a skill that you are not good at.
 - c. Staying away from skills that are not easy.
 - d. Repeating a skill to get better at it over time.
2. What is a "lifelong learner"?
 - a. a student
 - b. an old teacher
 - c. someone very smart
 - d. someone who keeps learning
3. What are "challenges"?
 - a. competitions
 - b. ways to practice
 - c. things that are not easy
 - d. things you should avoid



4. What could happen when someone is discouraged?
- a. They give up.
 - b. They feel happy.
 - c. They learn a lesson.
 - d. They get better over time.
5. What does it mean that "mistakes are part of learning"?
- a. Students always get things wrong.
 - b. Learning something new is very hard to do.
 - c. Mistakes help you learn more before you succeed.
 - d. When you finish making mistakes you can start learning.
6. How can someone be "open to new experiences"?
- a. succeed
 - b. try new things
 - c. make mistakes
 - d. share ideas with others
7. Which key word shows the most important idea in this reading?
- a. best
 - b. growth
 - c. learner
 - d. success
8. What can happen if you only focus on success?
- a. You always win.
 - b. You grow and learn.
 - c. You miss important lessons.
 - d. You keep trying again and again.
9. Explain why focusing only on success can be a problem. Include at least one reason from the text.

Practice growth mindset. Next time you make a mistake, feel excited instead of disappointed! Think of that mistake as a chance to learn and get better.

Main Idea: *What is the whole text mostly about?*

Check: Are you sure this is the biggest idea in the reading?

Detail 1: *What is one part that supports the main idea?*

Check: Is this a key detail and not just a small fact?

Detail 2: *What is another part that supports the main idea?*

Check: Is this a key detail and not just a small fact?

Detail 3: *What is one last part that supports the main idea?*

Check: Is this a key detail and not just a small fact?



Lesson 2: Cause and Effect

Text: "What Sleep Does for Your Brain" or another text in <i>Steps to Success</i>	
Standards: Cause and effect in nonfiction text (CCSS.RI.1, FL BEST R.2.1, TEKS Strand 4.D, VA SOL.6)	
Objectives: <ul style="list-style-type: none"> • Read a nonfiction text about study skills. • Identify cause-effect relationships in nonfiction. • Synthesize connections between details in a text. 	Materials: <p style="text-align: center;">Paper</p> <p style="text-align: center;">Graphic organizer (below)</p>
Assessments of Learning: <ul style="list-style-type: none"> • Teachers can informally assess student comprehension during group reading and discussion by monitoring student behavior or asking brief questions about the text. • Class discussion responses and graphic organizers provide more informal assessment opportunities. • Exit slip can be read or collected as a formative assessment. 	

Lesson Procedures

Introduction: (5 minutes)	<p>Hook: You know effects are things that happen because of causes. They good be good, bad, or neither. Some causes make effects happen in our everyday life. For example, wearing a jacket outside can cause you to stay warm. What are some other causes and effects in your everyday lives? (e.g., not studying your notes causes you to forget a vocabulary word, practicing soccer causes you to score)</p> <p>Allow a partner discussion. Then, explain that some causes and effects impact how we learn. Introduce the text.</p>
Reading Practice: (20-30 minutes)	<p>Group Reading: Divide students into groups of 2-5. Have each group work together to read the text.</p> <p>Group Discussion: After reading, groups work together to identify causes and effects in the text. First, circle effects that happen. Then, underline the cause of each effect. Draw an arrow to connect each cause and effect in the text.</p>

	<p>Class Discussion: Have each group share one cause and effect they found in the text. They should explain how the cause is connected to the effect they chose.</p>
<p>Visualizing Cause and Effect: (30-40 minutes)</p>	<p>Class Model: Display and introduce the cause-effect graphic organizer on the next page. Arrows connect each cause to one effect.</p> <p>Model an example of one cause and effect related to the text (e.g., sorting through memories while you sleep causes your brain to get rid of memories you don't need)</p> <p>Group Practice: Small groups use their annotated text to fill in the next four causes and effects in the graphic organizer. Responses may vary, but they should be supported by the text.</p> <p>Class Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to learn about causes and effects that impact our learning?
<p>Closing: (5 minutes)</p>	<p>Exit Slip/Notebook:</p> <ol style="list-style-type: none"> 1. How does the graphic organizer show cause-effect relationships? 2. Is it possible for a cause to have good and bad effects?

Educator Note!

Some groups may need extra support identifying causes and effects in the text. Teachers can assist this process by asking students, "What is something that can happen?" and "Why could that effect happen?"

Accommodations & Modifications:

- Read aloud the text for students.
- Provide a list of effects in the text that students only find causes for.
- Students complete the graphic organizer collaboratively with a teacher.

Extensions:

- Read a second text in *Steps to Success* and find new causes and effects.
- Make a poster display showing causes and effects in the text.
- Research other causes and effects that help students learn best.

What Sleep Does for Your Brain

Sleep is very important for learning! Sleep helps your brain stay sharp. It helps you be ready to take in new information. When you sleep, your brain gets a chance to rest and recharge. It is just like how you need to rest after playing outside. This makes it easier to remember what you learned in school and to understand new things the next day.

When you sleep, your brain also organizes everything you learned during the day. It sorts through your memories from the day. This sleep helps you keep the important stuff while getting rid of things you don't need to remember. Dr. Robert Stickgold of Harvard Medical School explains how our brain sorts memories. He says, "sleep seems to be a privileged time when the brain goes back through recent memories and decides both what to keep and what not to keep." This means that sleep is a special time when your brain reviews memories. It stores some of them and gets rid of others. This helps you remember things better, like how to solve math problems or the new words you learned in a book.

Lastly, getting enough sleep makes you feel better and more focused. When you're well-rested, it's easier to pay attention in class, think clearly, and solve problems. Tired students miss key points. They also don't have enough energy in their brain to make key connections. A rested brain locks new facts into a web of other facts so you can remember them for a long time!

Getting a good night's sleep is like giving your brain a big hug and telling it, "Thank you for all the hard work!"

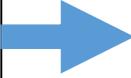
1. What does it mean to "recharge"?
 - a. to get energy back
 - b. to plug in electrical energy
 - c. to have fun or enjoy an activity
 - d. to stop working for a short time

2. What does the word "organizes" mean in this reading?
 - a. plan a project
 - b. clean up a mess
 - c. decide what to keep
 - d. put together in a big group

3. What must "privileged" mean in the quote from the Harvard researcher?
- a. important
 - b. nighttime
 - c. pretty
 - d. tired
4. What does "web" mean as it is used in this text?
- a. something from a spider
 - b. a group of connected ideas
 - c. a lock that is hard to open and close
 - d. a sticky material that makes up your brain
5. What does "sharp" mean in this reading?
- a. big
 - b. energetic
 - c. focused
 - d. rested
6. Which quote shows the main idea of this reading?
- a. "Sleep is very important for learning!"
 - b. "This sleep helps you keep the important stuff while getting rid of things you don't need to remember."
 - c. "Tired students miss key points."
 - d. "Getting a good night's sleep is like giving your brain a big hug and telling it, 'Thank you for all the hard work!'"
7. Why did the author include a quote from Dr. Robert Stickgold?
- a. The quote makes readers enjoy the text more.
 - b. The quote shows that real scientists learned this fact.
 - c. The quote explains a fact that the author does not understand.
 - d. The quote persuades readers to believe that sleep is important.
8. The first paragraph says, "It is just like how you need to rest after playing outside." In your own words, explain what this sentence means about sleep.

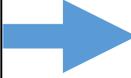
What time should you go to bed to get 10 hours of sleep? Go to bed at that time tonight to tell your brain, "Thank you for working hard today!"

Cause



Effect

Cause



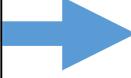
Effect

Cause



Effect

Cause



Effect

Cause



Effect

Lesson 3: Problem-Solution Analysis (1-2 class periods)

Text: "Figuring Out Unknown Words" or another text in <i>Steps to Success</i>	
Standards: Analyzing problem-solution structure in nonfiction texts (CCSS.W.3, FL BEST C.1.2, TEKS Strand 3.B, VA SOL.7)	
Objectives:	Materials:
<ul style="list-style-type: none"> • Read and explore a nonfiction text. • Identify problem and solution connections based on a nonfiction text. • Connect a nonfiction text to real-world experiences. 	<p style="text-align: center;">Graphic organizer (below)</p> <p style="text-align: center;">Paper</p>
Assessments of Learning:	
<ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Graphic organizers and reflection questions can be used as formative assessments. 	

Lesson Procedures

Introduction: (5 minutes)	<p>Hook: People solve big and small problems every day. In school, we may have the problem of a broken pencil. We can solve this problem by sharpening the pencil or borrowing a new pencil. What are some problems we may face in class, and how can we solve them? (e.g., problem of ripped paper can be solved by using tape)</p> <p>Allow partner discussion. Then, explain that we can use strategies to solve common problems when reading. Introduce the main text.</p>
Reading Practice: (35-40 minutes)	<p>Group Reading: Students work together in small groups (2-5) to read a text. While reading, students should annotate the text by underlining problems and circling solutions. They can also annotate key terms in the text.</p> <p>Comprehension Practice: After reading, students work together in groups to answer the question set for their text. They should discuss any questions or conflicting answer choices that arise.</p>

	<p>Class Discussion: Entire class participates in a teacher-led discussion identifying both problems and solutions in the text. Each group should share at least one problem-solution relationship they found in the text. (e.g., using context clues can solve the problem of an unknown word)</p>
<p>Problem-Solution Graphic Organizer: (20-25 minutes)</p>	<p>Introducing Organizer: Teacher introduces problem-solution graphic organizer. Explain that, like a cause-effect organizer, the problem on the left side connects to its solution on the right side. Model writing in the first problem-solution set with an example shared in the class discussion of the text.</p> <p>Group Practice: Students work in groups to fill in the entire graphic organizer with problems and solutions they identified in the text.</p> <p>Student Reflection Questions:</p> <ol style="list-style-type: none"> 1. How did taking notes on the text help you find the problems and solutions when reading? 2. How does the graphic organizer help you understand the problems and solutions in a text?
<p>Closing: (5-10 minutes)</p>	<p>Class Discussion:</p> <ol style="list-style-type: none"> 1. Why is it important to know strategies for solving common problems? 2. Is it possible to solve a problem before the problem happens?

Educator Note!

Some students may struggle to identify complete problem-solution relationships from a text. They may benefit from having a list of the solutions, then only explaining the problem-solution connections.

Accommodations & Modifications:

- Allow students to dictate ideas when writing.
- Read and annotate the text as a whole class instead of in small groups.

Extensions:

- Complete a problem-solution organizer based on a different text.
- Create an infographic or presentation about your graphic organizer.
- Write a how-to instruction guide for solving a problem you read about.

Figuring Out Unknown Words

You will always come across words you don't know when you read new, exciting things. When you read an unknown vocabulary word, you can use strategies to figure it out. These strategies can help you learn new words when you read for fun. And, they can help you do well on readings for class or tests.

One strategy is to break the word into smaller parts. These parts could be prefixes, suffixes, or root words. For example, the word "unhappy" has a prefix in front of a root word. You know what the root word "happy" means. You might also recognize that "un-" means "not," so "unhappy" means "not happy." Breaking the word down helps you understand its meaning.

Another way to figure out unknown words is by looking at the parts of speech. Knowing whether a word is a noun, verb, or adjective can give clues about its meaning. For example, if the word is a verb, it's something someone does, like "run" or "jump." This helps you understand how the word fits into the sentence.

You can also use context clues to figure out what a word means. Context clues are hints in the phrases and sentences around the unknown word. You might not know the word "enormous," when you see it by itself. But, if the sentence says, "The enormous elephant took up the whole room," you have context. With these clues, you can guess that "enormous" means "very big." This strategy can also help with words that have more than one meaning.

Finally, if the other strategies don't help, you can use a dictionary. Dictionaries let you look up the word's definition. You can learn exactly what it means and how to use it.

New vocabulary words are everywhere! You might read them in a book for fun, or on a big test. When you find an unknown word, don't just skip it—use a strategy. Using these strategies helps you understand new vocabulary and become a better reader.

1. Which word is a synonym of "recognize"?

- a. complete
- b. explain
- c. meaning
- d. realize

2. What is an example of a part of speech?

- a. definition
- b. noun
- c. prefix
- d. sentence

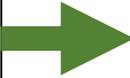
3. What is a “dictionary”?
- a. an answer key
 - b. a book of definitions
 - c. a way to use context clues
 - d. a person who teaches vocabulary
4. Which quote shows the main idea of this reading?
- a. “When you read an unknown vocabulary word, you can use strategies to figure it out.”
 - b. “Breaking the word down helps you understand its meaning.”
 - c. “You can learn exactly what it means and how to use it.”
 - d. “New vocabulary words are everywhere!”
5. How are context clues different from other vocabulary strategies?
- a. They can show small parts of a word.
 - b. They can teach unknown words in new books.
 - c. They can explain the exact meaning of a word.
 - d. They can help define words with more than one meaning.
6. How can you use a prefix to define the word “unknown”? Explain.

7. Jax sees the word “meteorologist” while reading these sentences:
Wilma loves her job! As a meteorologist, she knows what the weather will be. She thinks this science is fun and helps people know what to expect.

What context clues can help Jax define this word?

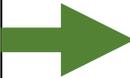
Start a journal of new vocabulary words! When you find an unknown word, write it down. Then, write what you think the word means after you use a strategy. Later, you can check your definitions. How many words can you learn?

Problem



Solution

Problem



Solution

Problem



Solution

Problem



Solution

Lesson 4: Persuasive Writing (2-3 class periods)

Text: "Choosing a Strategy" and any strategy text in <i>Steps to Success</i>	
Standards: Writing and supporting argumentative claims (CCSS.W.1, FL BEST C.1.3, TEKS Strand 6.C, VA SOL.7)	
Objectives: <ul style="list-style-type: none"> • Read and explore a nonfiction text. • Create a personal claim based on opinion. • Structure a persuasive argument with supporting details. 	Materials: Paper Graphic organizer (below) Poster materials
Assessments of Learning: <ul style="list-style-type: none"> • Monitoring student behavior or asking brief questions during group work provides informal assessment throughout the lesson. • Class discussion responses and graphic organizers provide more informal assessment opportunities. • Writing responses and presentations can be summative assessments. 	

Lesson Procedures

Introduction: (5 minutes)	Hook: People can use different strategies to do the same thing. They choose a strategy that works best for them, based on things they like and skills they have. For example, what are different ways you could make a peanut butter and jelly sandwich? (e.g., peanut butter first, jelly first) Allow a partner discussion. Then, introduce the main topic: we can persuade other people to agree with us.
Reading Practice: (15-20 minutes)	Class Reading: As a class, read "Choosing a Strategy." Students can take notes while reading. Then, discuss the answers to each reading comprehension question. Group Reading: Allow students to choose one strategy-related text in <i>Steps to Success</i> . Students who chose the same text work together in groups (2-4) to re-read the text. After reading, groups discuss the reading and summarize the main ideas together.

	<p>Class Discussion: Students from each group share their strategy with the class. They should share the strategy name and a basic description of the strategy.</p>
<p>Argument Construction (40-45 minutes)</p>	<p>Prompt Discussion: Teacher introduces writing prompt, "What is the best strategy?" Explain that there are no wrong answers to this opinion question, but claims should be supported by reasons and explanation.</p> <p>Introducing Organizer: Teacher introduces persuasive structure graphic organizer. Explain that the claim is the first section and is summarized again in the last section. The middle section is for explanation to support the claim. Model writing in the first section with a strategy example.</p> <p>Planning: Students use the graphic organizer structure to plan an argument responding to the prompt: what is the best strategy? They could write about one of the strategies shared in the book or their own. Students can incorporate research, depending on time constraints.</p> <p>Writing: Students write a complete, persuasive paragraph based on their graphic organizer plan. Depending on time, students can peer review or self-edit their writing.</p>
<p>Presenting Arguments: (30-35 minutes)</p>	<p>Picture: Each student creates a picture based on their persuasive paragraph. Posters should describe their chosen strategy and show one or more reasons why it is best. They should be neat and engaging.</p> <p>Presentation: Students take turns briefly presenting their pictures to the class. They should share their arguments clearly and attempt to persuade their peers.</p>

Educator Note!

Students may ask for additional information about their chosen strategy. If time is available, consider allowing them to do additional research.

Accommodations & Modifications:

- Students dictate writing to a teacher.
- Students work in pairs to create their persuasive writing piece and poster.

Extensions:

- Teach a younger class of students about your chosen strategy.
- Extend your paragraph into a complete essay about your chosen strategy.

Choosing a Strategy to Answer Questions

Teachers ask questions about what you just learned to see how well you understand the lesson. When your teacher asks the questions, you might know what to expect. You've been listening to how they explain things. But, it can be hard to answer questions from other people.

When people write questions in a test or a worksheet, be careful with your answers. They might mix up the types of questions or use different words. So, it is important to read each question carefully. And, think about what strategy you should use to answer it. This helps you choose the best way to solve the problem or explain your answer.

Some students like to use strategies that are not connected to the questions they answer. Those students don't read carefully. People who write tests know these strategies. Some of those strategies are: "the answer is usually C," "if there are 3 numbers, add them up to get the answer," and "the longest answer is always right." Tests are written so students who use these ideas do not score well. To do well, students should choose a strategy that comes from the question. Read carefully, think hard, and choose the best strategy for each question.

When you read carefully to answer a question, take your time to understand what the question asks. For vocabulary questions, look for clues around the word to figure out what it means. For main idea questions, think about what the whole story or passage is mostly about. For key detail questions, go back and find the part of the text the question is asking about. Reading slowly and paying attention will help you pick the best strategy to find the answer.

1. Which quote explains the definition of a strategy for answering questions?
 - a. "understand the lesson"
 - b. "what to expect"
 - c. "way to solve the problem"
 - d. "part of the question"
2. What is a good clue to understand what "paying attention" means?
 - a. "reading slowly"
 - b. "will help you"
 - c. "pick the best strategy"
 - d. "find the answer"
3. Which quote explains how to "read carefully"?
 - a. "look for clues"
 - b. "take your time"
 - c. "figure out what it means"
 - d. "find the answer"

4. What are these three strategies quoted from the text?
“the answer is usually C”, “if there are 3 numbers, add them up”, and “the longest answer is always right”
- a. best ways to solve questions
 - b. strategies that test writers know
 - c. solutions students do not like to use
 - d. answers that usually score well on tests
5. What is a strategy you can use to find the main idea of a reading?
- a. Think what the text is mostly about.
 - b. Find a specific key detail in the story.
 - c. Look for clues around vocabulary words.
 - d. Go back and read one part of the text again.
6. Why does the first paragraph begin by writing about teachers?
- a. to introduce the main topic of this reading
 - b. to show why teachers make tests hard for students
 - c. to give examples of good and bad testing strategies
 - d. to compare questions from teachers to questions on other tests
7. Which strategy would help answer, “What does synonym mean?”
- a. Read the question quickly.
 - b. Go back to one part of the text.
 - c. Look for clues around the word.
 - d. Think about what the whole story is about.
8. What does it mean to “choose a strategy that comes from the question”?
Explain your answer in complete sentences.

On the next quiz you take, read the questions slowly to choose the best answering strategy. Before answering, write down the strategy you will use!

Structure a Persuasive Argument

What is the best strategy? State and explain your opinion claim.

State your opinion claim:

Explain your opinion claim:

Reason #1: _____

Reason #2: _____

Reason #3: _____

Summarize your opinion claim again:

Writing Rubric

Name: _____

Total: _____ out of 20

Topic sentences

2/20 points

Topic sentence is unclear or too short to capture the topic.

1

Topic sentence is vague or partially shows the topic.

1.5

Topic sentence shows full understanding of the topic.

2

Supporting details in paragraph

2/20 points

Includes 0-1 factual details.

1

Only 2 details are given, or some facts are incorrect.

1.5

More than 2 details are given, and all included facts are correct.

2

Conclusion sentence

2/20 points

Conclusion is unclear or too short to capture the topic.

1

Conclusion is vague or partially shows the topic.

1.5

Conclusion shows full understanding of the topic.

2

Grammar

2/20 points

Grammar inhibits a reader from understanding.

1

Grammar detracts from reader's understanding.

1.5

There are 0-2 minor grammatical mistakes.

2

* Subtract 0.1 scoring points for each misspelling or incomplete sentence.

Voice

2/20 points

Author's voice is not identifiable.

1

Author's voice is generic or partially identifiable.

1.5

Author's voice is unique and clearly identifiable.

2

Strategy description

5/20 points

Strategy description is inaccurate or unclear.

1

Strategy is partially described or includes 1-2 inaccuracies.

3

Strategy is described clearly and with accurate explanation.

5

Persuasive claim

5/20 points

No claim is made, or claim is not supported by any factual details.

1

Claim is vague or only supported by 1-2 details.

3

Claim is clear and supported by at least 3 factual details.

5

Presentation Rubric

Name: _____

Total: _____ out of 10

Poster Content

4/10 points

Poster does not accurately describe the strategy or reasoning.

1

Poster includes 1-2 errors or unnecessary details.

2.5

Poster accurately describes the strategy and reasoning.

4

Poster Design

2/10 points

Poster is illegible or design is distracting from content.

1

Poster is untidy or uses few design elements.

2.5

Poster design is neat and engaging.

4

Speech

2/10 points

Speech is unintelligible.

1

Speech is occasionally too quiet or lacks fluency.

1.5

Speech is fluent and audible.

2

Listening

2/10 points

Presenter frequently interrupts or ignores other speakers.

1

Presenter interrupts or ignores other speakers 1-2 times.

1.5

Presenter actively listens to and does not interrupt other speakers.

2

Answer Keys

Growth Mindset

- | | |
|-------------|-------------|
| 1. D | 5. C |
| 2. D | 6. B |
| 3. C | 7. B |
| 4. A | 8. C |
- 9.** Complete responses reference the text. Possible reasons are missing out on important lessons, giving up, or not learning new things. Examples:
- Focusing on stress can make you give up if you're not perfect at first.
 - You don't have a growth mindset. So, you might not learn new things.

What Sleep Does for Your Brain

- | | |
|-------------|-------------|
| 1. A | 4. B |
| 2. C | 5. C |
| 3. A | 6. A |
- 7. B**
- 8.** Complete sentences discuss that sleep helps your brain rest. Examples:
- Our body is tired and rests after playing outside like our brain is tired and rests after thinking all day.
 - Sleep lets your brain relax like we relax when we stop playing outside.

Figuring Out Unknown Words

- | | |
|-------------|-------------|
| 1. D | 3. B |
| 2. B | 4. A |
- 5. D**
- 6.** Sentences using the prefix "un-" are acceptable. Example:
- The prefix "un" means not. So, unknown means not known.
- 7.** Good context clues are a job, science, and knowing the weather. Examples:
- The sentence says she knows what the weather will be.
 - Clues discuss Wilma's job that involves science and weather.

Choosing a Strategy

- | | |
|-------------|-------------|
| 1. C | 4. B |
| 2. A | 5. A |
| 3. B | 6. D |
- 7. C**
- 8.** Sentences explain the quote means to answer a question by thinking about the question. For example:
- It is better to read the question than to guess answers with a strategy like "always pick C."