

Getting Ready to Read

• Set a purpose

• Ask questions

• Predict

1. Use the photographs, headings, and graph (text features) to write some questions that you think might be answered in the article.

LEVEL ONE

- Negative effects that we have on the rainforest?
- What we can do to help?
- How is it affecting us?
- What is the next step?
- Climate changes
- What is happening to the animals?
- Deforestation

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Comprehension Strategies</i> Uses text features and activates prior knowledge to identify questions the text will answer	Limited use of text features; questions are vague or irrelevant	Some use of text features; questions are simple and may miss key topics	Considerable use of text features; questions are logical and address most key topics	Thorough use of text features; questions are logical, insightful, and address most topics

Responses require students to make connections to their prior knowledge and experiences with clues in the text features.

All rubrics are for teacher use only. Transfer assessment to *Assessment Summary* or *Individual Profile* sheet.

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LEVEL TWO

- What's happening to the animals?
- how long will it be here for?
- how can we help?
- Why are we destroying it?
- What types of animals are effected by it?

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LEVEL THREE

- What can we do to protect rainforests?
- Why do rainforests need to be saved?
- How can we make a difference?
- What effect does this have on us?
- What has been the cause of all of this?
- How long have the rainforest been endangered?
- How much of the rainforest is left?

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LEVEL FOUR

- What are some ways that I can help the Rainforest?
- What species are affected by the destruction of the Rainforest?
- Why is the Rainforest in danger?
- Why should I care about the Rainforest?
- Where is the Amazon Rainforest?
- What is already being done to save the Rainforest?
- How long has our Rainforest been in danger?

Thinking	Level 1	Level 2	Level 3	Level 4
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