Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL ONE
Example One

Conclusion

I Agree

⬇

Supporting Evidence

I agree because the state of the enviroment has to be doing whatever's best, and doing its best for the enviroment to make it a better, clean, peaceful community.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Responses require students to understand explicit and implicit information in the text.

Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL ONE
Example Two

Conclusion

I agree to what he is saying.

⬇

Supporting Evidence

I agree because our environment has been doing bad with the polution and we can change that by working into it but we also cant because everyone ha a job to go to and they need cars to go there.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Responses require students to understand explicit and implicit information in the text.

| **Engaging in Reading** | • Infer | • Visualize | • Find important ideas |

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL TWO
Example One

Conclusion

I do agree on the state of the environment becaus…

⬇

Supporting Evidence

- our o-zone layer is getting weaker
- green house gasses are mostly being transmitted through trans portation
- carbon dioxid, green house gases are affecting the climate change as is know as global warming

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL TWO
Example Two

Conclusion

my opinion about this new Idea is that it could acctualy work and be a big break in feul. It will also make our enviroment a better place.

⬇

Supporting Evidence

- instead of polluting the air he says it burns water that cleans the air.
- it will decrease Greenhouse gasses and Emissions.
- hydrogen is an abundant resource and wont run out for a long time.
- as long as the water and Alluminum were re placed, the caustic soda will not run out.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Responses require students to understand explicit and implicit information in the text.

Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL THREE
Example One

Conclusion

Disagree because the state of our enviroment is bad and is getting worse.

⬇

Supporting Evidence

-25% of human-generated greenhouse gases comes from transportation and more people are driving cars everyday.
-2035 all of our gas will be used up.
-people in urban areas are dying of air polution
-Cars with gas give off carbon-dioxide (bad)) and this causes the greenhouse effect and climate change.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL THREE
Example Two

Conclusion

It is realistic to be optimistic about the environment because things are getting better making a brighter more environment friendly future.

⬇

Supporting Evidence

- Hydrogen gas- a source of non polluting renewable energy is being developed- instead of using up all the fossil fuels.
- Auto makers are already producing vehicles that burn hydrogen and leave nothing behind but water.
- If we use Anderson's method of creating Hydrogen gas we will recycle aluminum cans and this will also help our environment.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Responses require students to understand explicit and implicit information in the text.

Engaging in Reading	• Infer	• Visualize	• Find important ideas

---

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL FOUR
Example One

Conclusion

> I am not optimistic about our environment. Our planet is in bad shape and its our responsibility to fix the problem. And we are not doing it.

Supporting Evidence

We only have one Earth. We are responsible to keep it clean. Today we drive our cars to get everywhere. Our cars produce 25% of our greenhouse gases. These gases cause smog and heat increase. I have asthma normally its not a problem but on really humid smog filled day it can be a real pain to breathe. The article says that nearly one billion people around the world die of complications due to air pollution. We have the technology to produce hydrogen burning cars but only recently has there been any talk at all about actually producing them. Talking about hydrogen fuel is not going to save the earth from big trouble.

Thinking	Level 1	Level 2	Level 3	**Level 4**
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	**Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence**

Engaging in Reading	• Infer	• Visualize	• Find important ideas

3. From the information in the selection, is it realistic to be optimistic about the state of the environment? Support your conclusion with specific evidence from the selection. Your answers may be written in point form.

LEVEL FOUR
Example Two

Conclusion

I am not optimistic about our environment.

⬇

Supporting Evidence

-Almost 25 percent of human-generated greenhouse gases come from transportation.
-Nearly one billion people living in urban areas die from complications due to air pollution.
-Hydrogen gas is an alternative way that we can stop pulltion because it is renewable and non-polluting but I don't think there will be enough produced to replace fossil fuels.
-We are not moving fast enough to eliminate fossil fuel use from our homes, cars, factories.

Thinking	Level 1	Level 2	Level 3	Level 4
Making Inferences Makes and explains inferences and interpretations supported by stated and implied ideas from the text	Limited: makes simple, unsupported inferences and interpretations; may be illogical	Partial: makes and supports simple, reasonable inferences and interpretations with some specific evidence	Considerable: makes and supports logical inferences and interpretations with specific evidence	Highly effective: makes and supports logical, insightful inferences and interpretations with specific, convincing evidence

Responses require students to understand explicit and implicit information in the text.