**КАРТА МОДУЛЯ 1**

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| **Unit 1 Relations. Family. Friends. Communication. Introducing yourself and others.** | | | | | | | | | | | | | |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | | |  | | | | Book 2 | | |  | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English, scientific articles; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules). | | | “Англійська мова” для студентів 1 року навчання з елементами підготовки до ЄВІ.” “English” for first year students : навч.-метод. посіб. для студ. всіх спец. вищ. навч. закл. / І.С. Ковальчук, О.Б. Сивак. – Житомир : ЖДТУ, 2017. – 228 с., c.8-54  Unit 1 “Relationships”  Vocabulary: journey vocabulary: Ex. 1-5 p. 8-10  1).Reading: Ex. 6 – 10 p. 10-11; Ex. 15 – 16, p. 13-16, Ex. 17p.17  Unit 2. “Family”.  Vocabulary: Ex. 1 – 6, p. 18 – 20.  2). Reading: Ex. 7 - 10, p.20-22; Ex. 15 – 16, p. 23-27.  Unit 3. “Friends”  Vocabulary: Ex 1 – 6, p. 29-31.  3). Reading: Ex. 7 - 11 p. 31-33; Ex. 16 - 18, p. 34 – 39.  Unit 4. “Communication”.  Vocabulary: parts of landscape: Ex. 1 – 5, p. 40-42  4). Reading: Ex. 6 - 9, p.53-55; Ex. 14 - 16, p.56-61  Unit 5. “Lifestyles”  Vocabulary: Ex. 1 - 5, p. 51-53  5). Reading: Ex. 6 - 9, p.53-55; Ex. 14 - 16, p. 56-61 | | | |  | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | | | Unit 1 “Relationships” Ex. 1, p. 8; Ex. 12-14, p. 12-13  Unit 2. “Family”. Ex. 1, p. 18; Ex. 12-14, p.23  Unit 3. “Friends”. Ex. 1, p. 29; Ex. 13-15, p. 33-34.  Unit 4. “Communication”. Ex. 1, p. 40; Ex. 45-46  Unit 5.“Lifestyles” Ex. 1, p. 54; Ex. 11 - 13, p. 55 | | | |  | | |  |  |  |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of English  syntax to understand and produce a wide range of texts in the area of Cyber Defence | | | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.  1. Present Simple Unit 2, p 4 - 5  2. Past Simple Unit 5, p 8 - 11  3. Past Simple Unit 21, p 42 - 45 | | | |  | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy | | | Unit 1 “Relationships”. Ex. 11, p. 12 Write a letter  Unit 2. “Family”. Ex. 9, p.116 Write a letter  Unit 3. “Friends”. Ex. 12, p. 33 Write a letter  Unit 4. “Communication”. Ex. 10, p. 44; Write a for-and-against essay  Unit 5.“Lifestyles” Ex. 10, p. 55 Write a letter | | | |  | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topics  understand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc | | |  | | | |  | | |  |  |  |
| СЛУХАННЯ | | Впр. \_ ст. | Впр. \_ ст. | | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | | Впр. \_ ст. |  |  |  |  |

ПІДСУМКОВИЙ БАЛ

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| МОВЛЕННЄВІ НАВИЧКИ | МОДУЛЬ 1 | МОДУЛЬ 2 | МОДУЛЬ 3 | МОДУЛЬ Н | ЕКЗАМЕНАЦІЙНА ОЦІНКА |
| ЧИТАННЯ |  |  |  |  |  |
| ГОВОРІННЯ |  |  |  |  |  |
| ГРАМАТИКА |  |  |  |  |  |
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| |  | | --- | | **Reading - Analyzing Information : fcio g**  Teacher Name: **tyj fyik**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| **Summarization** | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |

**КАРТА МОДУЛЯ 2**

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| **STUDENT’S LIFE** | | | | | | |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | З ВІДКРИТИХ ДЖЕРЕЛ | ПІДРУЧНИК 1 | ПІДРУЧНИК 2 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| ЧИТАННЯ  Тема: Our University  Тема: Young People’s Problems  Тема: Higher Education in Ukraine/Europe/  The USA | To understand and interpret written information; to comprehend main ideas, infer meaning, and draw conclusions from the text; to be able to focus on details, and to remember important information | <https://ztu.edu.ua/en>  <https://www.verywellfamily.com/startling-facts-about-todays-teenagers-2608914>  <https://en.wikipedia.org/wiki/Higher_education_in_Ukraine> | Англійська мова. Посібник для студентів 1-го року навчання з елементами підготовки до ЄВІ. English for first year students with elements for CEE preparation: навч.-метод. посіб. для студ. всіх спец. вищ. навч. закл. / І.С. Ковальчук, О.Б. Сивак, Є.О. Канчура. – Житомир : Житомирська політехніка, 2020. – 271 с.  Впр. 7-10 ст. 65-69; Впр. 16-17  ст.70-74  Впр. 6-9 ст.78-80;  Впр. 16-17 ст.83-86  Впр. 6 ст.90-93;  Впр. 13,14 ст.94-98 |  | Впр. \_ ст. | Впр. \_ ст. |
| ГОВОРІННЯ  Тема: Our University  Тема: Young People’s Problems  Тема: Higher Education in Ukraine/Europe/  The USA | To articulate thoughts clearly, express ideas effectively, and communicate with others within the context of learning material | <https://esldiscussions.com/u/university.html>  <https://esldiscussions.com/y/youth.html>    <https://esldiscussions.com/l/literacy.html> | Впр. 12-15 ст. 69-70  Впр. 12-14 ст. 81  Впр. 10-12 ст. 93-94 |  | Впр. \_ ст. | Впр. \_ ст. |
| ГРАМАТИКА  Тема: Our University  Тема: Young People’s Problems  Тема: Higher Education in Ukraine/Europe/  The USA | To utilize different tenses of Active Voice, and understand how they convey time relationships | <https://www.engvid.com/present-continuous-progressive-tense/>  <https://www.engvid.com/past-continuous/>  <https://www.engvid.com/english-grammar-reported-speech/> | Впр. 18 ст.74-75  Впр. 17 ст. 86-87  Впр. 15 ст.98-99 | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.  Unit 1, pp.2-3;  Unit 3, pp.6-7;  Unit 4, pp.7-8;  Unit 6, pp.12-13;  Unit 9, pp.18-19;  Unit 10, pp.20-21;  Unit 12, pp.24-25;  Unit 16, pp.32-33;  Unit 47-48, pp.94-97; | Впр. \_ ст. | Впр. \_ ст. |
| ПИСЬМО  Тема: Our University  Тема: Young People’s Problems  Тема: Higher Education in Ukraine/Europe/  The USA | To understand and apply grammar rules; to utilize dictionaries and spell-check tools to enhance accuracy; to properly cite sources and avoid plagiarism | <https://www.engvid.com/5-tips-for-university-applications-essays-letters-statements/>    <https://www.engvid.com/writing-english-starting-letters/>  <https://www.engvid.com/improve-your-writing-common-proper-nouns/> | Впр. 11 ст. 69  Впр. 10-11 ст. 80  Впр. 9 ст.93 | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| СЛУХАННЯ  Тема: Our University  Тема: Young People’s Problems  Тема: Higher Education in Ukraine/Europe/  The USA | To recognize the primary concepts and crucial elements in spoken passages; to make inferences and draw conclusions based on what is heard | <https://www.engvid.com/english-vocabulary-people-at-university/>  <https://www.engvid.com/university-english-expressions-vocabulary/>  <https://www.bbc.co.uk/learningenglish/english/features/6-minute-english_2023/ep-230323>  <https://www.engvid.com/university-degrees-in-north-america/> | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |

ПІДСУМКОВИЙ БАЛ

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| МОВЛЕННЄВІ НАВИЧКИ | МОДУЛЬ 1 | МОДУЛЬ 2 | МОДУЛЬ 3 | МОДУЛЬ Н | ЕКЗАМЕНАЦІЙНА ОЦІНКА |
| ЧИТАННЯ |  |  |  |  |  |
| ГОВОРІННЯ |  |  |  |  |  |
| ГРАМАТИКА |  |  |  |  |  |
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| |  | | --- | | **Reading - Analyzing Information : fcio**  Teacher Name: **tyj fyik**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
| **Summarization** | Student uses only 1-3 sentences to describe clearly what the article is about. | Student uses several sentences to accurately describe what the article is about. | Student summarizes most of the article accurately, but has some slight misunderstanding. | Student has great difficulty summarizing the article. |
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| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
| **Relates Graphics to Text** | Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text. | Student accurately explains how each graphic/diagram is related to the text. | Student accurately explains how some of the diagrams are related to the text. | Student has difficulty relating graphics and diagrams to the text. |
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**КАРТА МОДУЛЯ 3**

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| **See the World** | | | | | | | | | | | | | |
| МОВЛЕННЄВІ НАВИЧКИ | ЗНАТИ/ВМІТИ | | |  | | | | Book 2 | | |  | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 |
| Reading | (reading and comprehension of texts in English, scientific articles; acquisition of the latest professional information through foreign sources; translation of non-adapted literature; to know basic vocabulary within the given topic, fundamental terminology from relevant topics (specialized vocabulary and terminology within modules). | | | Ковальчук І.С., Сивак О.Б., Канчура Є.О. Англійська мова: посібник для студентів 1 року навчання з елементами підготовки до ЄВІ. English for 1st year students with the elements for CEE preparation: навч. метод. посіб. для студ.всіх спец. вищ.навч.закл./ Ковальчук І.С. Сивак О.Б. Канчура Є.О. – Житомир, ДУ "Житомирська Політехніка" 2020. – 271 с  Unit 1 “Travel” (Communication practice: writing a letter about your most memorable journey, planning a trip);  Vocabulary: journey vocabulary: Ex. 1 – 5, p. 100 – 104.  1).Reading: Ex. 6 – 7, p. 104-105; Ex. 12 – 14, p. 105 – 110.  Unit 2. “Holidays”. (Communication practice: writing a postcard, expressing opinion on the meaning of holidays). Vocabulary: holiday activities: Ex. 2 – 5, p. 11 – 113.  2). Reading: Ex. 6 - 8, p.113 – 116; Ex. 13 – 15, p. 118 – 123.  Unit 3. “Customs”. (Communication practice: writing an essay on family traditions, expressing opinion on the meaning of customs in a person's life).  Vocabulary: adjectives to describe traditions: Ex. 2 – 5, p. 124 – 125.  3). Reading: Ex. 6 - 8, p. 125 – 126; Ex. 13 - 15, p. 128 – 132.  Unit 4. “Geography”. (Communication practice: writing an article on ecological issues, expressing opinion on the human's impact on the environment).  Vocabulary: parts of landscape: Ex. 2 – 5, p. 134 – 136.  4). Reading: Ex. 6 - 8, p.137 – 138; Ex. 13 - 15, p.140 – 144.  Unit 5. History. (Communication practice: describing a famous person; talking about the meaning of history in human's life)  Vocabulary: adjectives to describe historic events: Ex. 2 - 5, p. 145 - 147.  5). Reading: Ex. 6 - 9, p.147 – 149; Ex. 14 - 16, p. 150 – 155. | | | | Interchange Level 2 Student's Book with Online Self-Study. Fifth edition.  Jack C. Richards, Jonathan Hull, Susan Proctor. Cambridge University Press, 2017 - p. 160.  Unit 5 Hit the road: Adventure Vacations. – p. 35.  Unit Time to celebrate: Out with Old, In with. – p. 55. | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Speaking | engage in discussions, debates, and presentations on relevant topics. | | | Unit 1 “Travel”, Ex. 1, p. 100;Ex. 9 - 11, p. 106 (Appendix 2, p.247).  Unit 2. “Holidays”. Ex. 1, p.111; Ex. 10 – 12, p. 117 – 118.  Unit 3. “Customs”. Ex. 1, p. 123; Ex. 10 - 12, p. 127.  Unit 4. “Geography”. Ex. 1, p. 134; Ex. 10 - 12, p. 139 – 140.  Unit 5. History. Ex. 1, p. 145; Ex. 11 - 13, p. 149 – 150. | | | |  | | |  |  |  |
| Grammar | grammatical structures needed to express appropriate functions and notions flexibly and rules of English  syntax to understand and produce a wide range of texts in the area of Earth Science | | | English Grammar in Use. Raymond Murphy. – Cambridge University Press, 2019. – P. 307.  1. Simple Tenses (Unit 2, p 4 - 5; Unit 5, p.10 – 1; Units 19 – 23, p. 38 – 46.  2. Continuous Tenses (Units 3, p. 6, Unit 6, p. 12).  3. Perfect Tenses (Unit 7, p.14; Unit 9, p. 18; Unit 15, p.30; Unit 16, p.32.  4. Conditionals (I,II and wish  (Unit 37, p.74; Unit 38, p.76).  5. Some, Any, No, Every (Unit 84 - 85, p. 168 - 170).  6. Conditionals (III) (Unit 39, p. 78).  7. Indirect Commands.(Unit 47, p.94 - Ex. 47.1 – 47.3).  8. Розділи для самостійного вивчення: Much, Many, (a) little, (a) few. (Unit 86. p. 172, Ex. 86.1 – 86.5).  9. Modals: Can, May, Must. (Unit 26 - 30. p. 52 - 60, all ex-s).  10. Розділи для самостійного вивчення: Infititive (Units 53 – 57, p. 106 – 114). | | | |  | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Writing | write summaries, reports, etc. with high degree of accuracy | | | Unit 1 “Travel”. Ex. 8, p. 105 (Write a letter– Appendix 7, p.252).  Unit 2. “Holidays”. Ex. 9, p.116 (Write a postcard);  Unit 3. “Customs”. Ex. 9, p. 126 (Write an essay – Appendix 8, 9 p.253 - 254);  Unit 4. “Geography”. Ex. 9, p. 138; (Write an article – Appendix 10 p.255).  Unit 5. History. Ex. 10, p. 149. (Make a report). | | | |  | | |  | Впр. \_ ст. | Впр. \_ ст. |
| Listening | comprehend information through listening related topics  understand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc | | | 1). Travelling: <https://listenaminute.com/t/travelling.html>  Tourism:  https://listenaminute.com/t/tourism.html  2). Holidays:  <https://listenaminute.com/h/holidays.html>  3). Customs: British Customs & Culture | England:  https://www.youtube.com/watch?v=wpjspHgHU9g  4). World Geography Made Easy: <https://www.google.com/search?q=World+Geography+Made+Easy&rlz=1C1BNSD_ukUA979UA979&oq=World+Geography+Made+Easy&gs_lcrp=EgZjaHJvbWUyCwgAEEUYExg5GIAE0gEHOTQ1ajBqNKgCALACAA&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:9627fdde,vid:hNVD8fyIsEI,st:28>  5). History:  https://listenaminute.com/h/history.html | | | |  | | |  |  |  |
| СЛУХАННЯ | | Впр. \_ ст. | Впр. \_ ст. | | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | | Впр. \_ ст. |

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| **Я І СУЧАСНІ ТЕХНОЛОГІЇ** | | | | | | |
| МОВЛЕННЄВІ НАВИЧКИ | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДРУЧНИК 1 | ПІДСУМКОВА ОЦІНКА |
| ЧИТАННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ГОВОРІННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ГРАМАТИКА | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| ПИСЬМО | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |
| СЛУХАННЯ | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. | Впр. \_ ст. |

ПІДСУМКОВИЙ БАЛ

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| МОВЛЕННЄВІ НАВИЧКИ | МОДУЛЬ 1 | МОДУЛЬ 2 | МОДУЛЬ 3 | МОДУЛЬ Н | ЕКЗАМЕНАЦІЙНА ОЦІНКА |
| ЧИТАННЯ |  |  |  |  |  |
| ГОВОРІННЯ |  |  |  |  |  |
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| |  | | --- | | **Reading - Analyzing Information : fcio g**  Teacher Name: **tyj fyik**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Identifies opinions** | Student accurately locates at least 5 opinions in the article and gives a clear explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article and gives a reasonable explanation of why these are opinions, rather than facts. | Student accurately locates at least 4 opinions in the article. Explanation is weak. | Student has difficulty locating opinions in an article. |
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| **Identifies facts** | Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions. | Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions. | Student accurately locates 4 facts in the article. Explanation is weak. | Student has difficulty locating facts in an article. |