

# Article of The Week

## Goals:

1. I can demonstrate my understanding of a non-fiction text by identifying important ideas, explaining supporting details, and making thoughtful connections to myself, other texts, and the world around me.
2. I can think critically about the author's message and purpose by expressing and supporting my opinions, making inferences, and asking meaningful questions to deepen discussion and understanding.

## Steps

- Choose an article** written within the past two years on a topic of interest (science, social issues, current events, etc.)
- Summarize the main ideas** in 5-10 sentences. Include key details that support your understanding.
- Define 3 or more new vocabulary words** from the article. Choose words that are challenging and relevant to define.
- Write a reflection paragraph** in 6-8 sentences.
  - What did you learn or find interesting?
  - What connections can you make to your life, the world, or other texts/media?
  - What opinion do you have about the topic? Support your view with evidence.
- Multiple perspective/POV paragraph** in 6-8 sentences.
  - What is the author's point of view?
  - Is there any bias or perspective you noticed?
  - Whose voices are heard and whose voices may be missing?
- Create 3 open-ended questions** to lead class discussion. These should be based on ideas, themes, or issues in the article.
- Prepare a 10-15 minute presentation** including visual aids.
- Submit your summary, reflection, vocabulary, and the article link** before your presentation day.

## Intermediate AOTW Rubric

<b>Criteria</b>	<b>Level 1 (50–59%) Limited</b>	<b>Level 2 (60–69%) Somewhat</b>	<b>Level 3 (70–79%) Proficient</b>	<b>Level 4 (80–100%) Thorough / Excellent</b>
<b>Understanding &amp; Summary (C1.6, C2.6, C3.3, )</b>	Summary is unclear or incomplete; few or no main ideas identified	Summary includes some key ideas, but may miss important details or connections	Clear summary of important ideas and supporting details; mostly accurate understanding	Thoughtful and accurate summary that clearly explains key ideas and deeper meaning or implications
<b>Connections &amp; Reflection (C2.5, C2.7, C3.5)</b>	Minimal or vague reflection; little connection to self, world, or other texts	Some basic connections or personal opinion expressed	Thoughtful reflection; makes meaningful connection(s) to real life, other texts, or world issues	Insightful reflection with deep, relevant connections and well-supported personal opinions
<b>Vocabulary Development (C1.6)</b>	Vocabulary words are missing, unrelated, or poorly defined	2–3 words chosen with basic definitions; relevance may be unclear	Vocabulary is appropriate, clearly defined, and related to the article	Strong vocabulary choices; definitions are clear and show deeper understanding of new words
<b>Discussion Questions (C3.5)</b>	Questions are unclear, yes/no, or unrelated to the article	Questions are somewhat open-ended but may lack depth	Questions are open-ended and connected to the article; promote class discussion	Questions are thought-provoking, relevant, and lead to meaningful whole-class conversation
<b>Presentation Skills</b>	Presentation is unclear, disorganized, or too brief; minimal effort or engagement	Somewhat organized; limited visuals or audience engagement	Clear, organized delivery; visuals support understanding; mostly confident	Highly organized and engaging; strong use of visuals and confident communication
<b>Spelling, Grammar &amp; Submission</b>	Frequent errors interfere with understanding; missing components or article link	Several errors; some confusion or missing details	Few errors; writing is mostly clear; all components submitted	Very few or no errors; writing is polished; all components complete and on time

Teacher note:

I will add some examples in the future but I have been asked to share this for months and keep forgetting.