

Name: _____

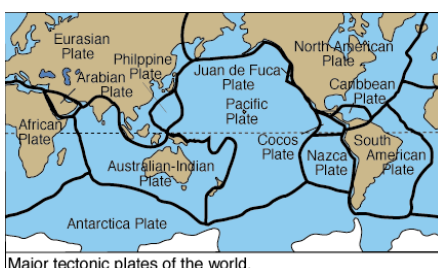
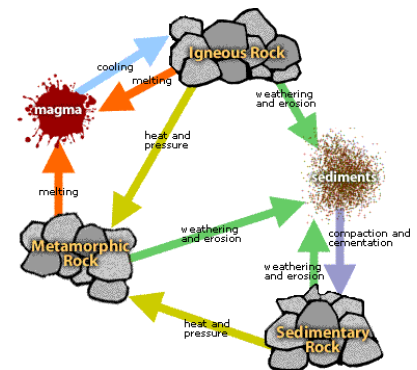
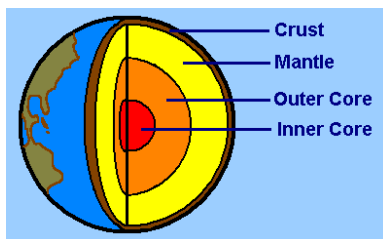
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Non-Fiction Article Report

Due: January 8th

Students have been reading non-fiction books in class. Students have been finding information and facts in non-fiction books using text features. We have learned to take these facts and write informational paragraphs. The project will be practicing all of these skills.

1. Choose a non-fiction informational article about a geology related topic. Use the internet, a magazine or newspaper. Pick a topic that interests you! ***Sample topics: tectonic plates, natural disasters, rocks, minerals, earth's layers or the rock cycle***
(Hint: To get kid friendly articles type in any topic followed by the words ***for kids*** in any search engine. Ex: minerals for kids)
2. As you are reading your article, highlight important words, phrases or sentences; as we do in class.
3. Prepare a short summary about your news article. It should have a main idea sentence, supporting sentences and a closing sentence. It should be at least 5 sentences long.
4. Include a picture and a caption that help explain your article.
5. Include a glossary of at least 3 important words and their definitions from your article.
6. It will be your job to teach the rest of the class about your assigned topic. So be prepared to practice presenting!
7. Enjoy your time reading...you may log this time on your December reading calendar!
8. Please turn in **your article** and **summary** together on **January 8th!**




Non-Fiction Article Report Rubric

	1	2	3	4
Main Idea	Student struggles to identify main idea of the article. Students uses little to no supporting evidence from the text.	Student partly identifies main idea of the article. Students uses some supporting evidence from the text.	Student identifies main idea of the article. Students uses supporting evidence from the text.	Student identifies main idea of the article. Students fully explains the main idea and uses a lot of detailed supporting evidence from the text.
Details	Student uses little to no details from the article. Student does not fully explain the main idea or summarize the text. Student uses little to no examples from the text.	Student uses some details from the article to summarize the text and explain the main idea. Student uses some examples from the text.	Student uses details from the article to help summarize the text and explain the main idea. Student uses examples from the text.	Student use details from the article to help summarize the text and explain the main idea. Student uses many examples from the text.
Writing Conventions	Student writing is not clear and is unorganized. Student demonstrates little to no usage of capitalization and punctuation. Student applies little to no proper grammar techniques taught in their writing (!?) Student spells little to no 3rd grade words correctly.	Student produce somewhat clear and organized writing. Student demonstrates some usage of capitalization and punctuation. Student applies some proper grammar techniques taught in their writing (!?) Student spells some 3rd grade words correctly.	Student produce clear and organized writing. Student demonstrates usage of capitalization and punctuation. Student applies proper grammar techniques taught in their writing (!?) Student spells all 3rd grade words correctly.	Student produce clear and organized writing. Student demonstrates usage of capitalization and punctuation. Student applies proper grammar techniques taught and not yet taught in their writing (!?" ") Student spells ALL words correctly.
Oral Presentation	Student has trouble communicating their ideas effectively. Student uses poor eye contact with audience. Student does not use appropriate volume of voice.	Student sometimes communicates their ideas effectively. Student uses okay eye contact with audience. Student uses appropriate volume of voice some of the time.	Student communicates their ideas effectively. Student uses good eye contact with audience. Student uses appropriate volume of voice.	Student communicates their ideas effectively. Student uses excellent eye contact with audience. Student uses appropriate volume of voice. Audience is engaged and interested in the presentation.
Understands text structure/ informational elements	Students draws a picture that does not relate or partly relates to the article. Students has no caption of an incomplete caption. Student picks important 1-2 words from article and writes a partial or incomplete definition. Words may not be related to topic.	Student draws a picture that partly explains the article Student has an incomplete caption or the caption does not fully explain the picture. Student picks 2-3 words from article and writes a partial definition. Words may not be related to topic.	Student draws a picture that explains the article. Student uses a caption to explain the picture. Student picks important 3 words from article and correctly writes the definition.	Student correctly draws and labels a picture. Students uses a caption that fully explains the picture. Student picks 3 important words from article and correctly writes the definition.
Integrates knowledge and ideas	Student does not fully understand text. Student does not use own words or ideas in summary.	Student partly integrates knowledge from text. Student uses some own words and ideas in summary.	Student integrates knowledge from the text. Student uses own ideas and words in summary.	Student fully integrates and extends knowledge from text in summary. Student uses own ideas and words in summary.

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Non-Fiction Article Report



Caption:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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Glossary

1. _____ :

2. _____ :

3. _____ :