**Target Practice:**  COMPREHENSION and THEME.

**Previous Feedback-Comprehension:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and explain the **literal** main ideas and detail of a text  | **I can insightfully** **explain** the author’s “big picture” & details**accurately beyond** **teacher’s expectations.** | **I can plainly explain** the author’s “big picture” & details **relatively** **accurately and** **consistently.** | **I can just mention** the author’s “big picture” & details **somewhat accurately and** **somewhat consistently.** | **I struggle to identify** author’s “big picture” & detailsI have **some inaccuracies** **and/or need teacher assistance.** |

**Task directions:** You will choose read one of the following articles and write a 30 word summary in the space provided below. Then, create one multiple choice COMPREHENSION question that is directed at a particular section of the passage. Your question might sound like, “In paragraph #3, the author’s main argument again genetic modification is… Be sure to include each of the following five types of answers

a. The correct answer (Hot) b. An antonym of the right answer (Cold)

c. A “kinda-not-really” answer (Warm)

d. Words from the text that are not the correct answer (“Temperature measures hotness”)

e. Correct information that is “straight from the text” but is NOT inferring (“The sun is 1 million degrees”)

Students last name starts with A-G: <http://www.pbs.org/saf/1209/segments/1209-1.htm>

Students last name starts with H-R: <http://www.telegraph.co.uk/news/science/science-news/10995827/Government-accused-of-GM-baby-cover-up.html>

Students last name starts with S-Z **<http://commonlit.s3.amazonaws.com/texts/pdfs/000/000/112/original/Modern_Eugenics-Building_a_Better_Person.pdf?1420584553>**

**30 word summary of my article:**

**Comprehension question from my article:**

 a.

 b.

 c.

 d.

 e.

Grade yourself on the rubric below AFTER completing this target practice. Mr. Foster will assess you on this rubric too.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEARNING TARGET** | 4.0 | 3.0 | 2.0 | 1.0 |
| **Comprehend** and explain the **literal** main ideas and detail of a text  | **I can insightfully** **explain** the author’s “big picture” & details**accurately beyond** **teacher’s expectations.** | **I can plainly explain** the author’s “big picture” & details **relatively** **accurately and consistently.** | **I can just mention** the author’s “big picture” & details **somewhat accurately and** **somewhat consistently.** | **I struggle to identify** author’s “big picture” & detailsI have **some inaccuracies** **and/or need teacher assistance.** |

**For the second half of this task**, you will need to think about your article’s theme; think about the text as a whole. Pair up with someone who did not read the same article as you. Share your 30 word summaries. Then, answer your partner’s “comprehension” question; grade your partner and explain each type of answer. Finally, compare and contrast the abstract ideas and the concrete details that were similar and different in both articles. Work together to arrange this comparison in a Venn diagram that makes your findings clear. Draw this diagram below to show how the articles’ **THEMES** were similar and different.