### READING COMPREHENSION GRAPHIC ORGANIZERS RUBRIC

**FEAPs:** (a).1.a.c.f, (a).2.e, and (a).3.a.b.c.g

| Name: __________________________________________ | Date: ______________ |

**Task:** Choose three reading comprehension graphic organizers and explain how they can be used as reading comprehension strategies to assist in the mastery of Common Core State and/or Sunshine State Standards. For each graphic organizer, include a written description of the graphic organizer to include the Common Core State and/or Sunshine State Standard(s) for the reading strategy being addressed, an explanation of how to use the organizer in the classroom, and a description of the variety of specific subject area content for which it may be used. Attach *completed* samples of the three graphic organizers reflecting the reading content in your grade level or subject area.

**Rating Scale:** Met; Not Met  
*All descriptors must be met on this rubric in order to receive a letter grade.*

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Met</th>
<th>Not Met</th>
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<tbody>
<tr>
<td>The assignment contains three different types of <em>reading comprehension</em> graphic organizers.</td>
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<td>The assignment defines the Common Core State and/or Sunshine State Standards for the reading strategy addressed with each graphic organizer.</td>
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<td>The assignment explains how to implement and use each graphic organizer in the classroom setting.</td>
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<td>The assignment describes the variety of specific subject area content for which each graphic organizer can be used.</td>
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<td>The assignment provides a <em>completed</em> sample of each graphic organizer that reflects the <em>reading</em> content in your grade level or subject area.</td>
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<td>The assignment has been correctly documented on a <em>Portfolio Evidence Form.</em></td>
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<tr>
<td>The assignment is written with Standard English grammar, spelling, and punctuation; is word-processed; and is formatted according to course standards.</td>
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**Met = A** (Must be submitted on or before the original due date.)  
**Not Met = Resubmit revised artifact adhering to due dates provided by your instructor.**

One letter grade deduction will be made for each late or resubmission.

Grade Earned: ______ Approved for placement in portfolio ____YES ____NO

Late Submission: ______

Instructor: __________________________________________ Date: _________
FEAP Competency: 
(a) Quality of Instruction 
1: Instructional Design and Lesson Planning 
**Key Indicators:**
- a. Aligns instruction with state-adopted standards at the appropriate level of rigor 
- c. Designs instruction for students to achieve mastery 
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies 

FEAP Competency: 
(a) Quality of Instruction 
2: The Learning Environment 
**Key Indicators:**
- e. Models clear, acceptable oral and written communication skills 
- h. Adapts the learning environment to accommodate the differing needs and diversity of students 

FEAP Competency: 
(a) Quality of Instruction 
3: Instructional Delivery and Facilitation 
**Key Indicators:**
- a. Deliver engaging and challenging lessons 
- b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter 
- c. Identify gaps in students’ subject matter knowledge 
- d. Modify instruction to respond to preconceptions or misconceptions 
- e. Relate and integrate the subject matter with other disciplines and life experiences 
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding 
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students 

Task: Comprehension and Vocabulary Acquisition Strategies 
Choose a trade book or piece of text to use with a topic of study in your subject area or grade level. Select 1 vocabulary acquisition activity to use with the book or piece of text. Select 1 comprehension strategy that will ensure student mastery of the strategy and/or the subject area content presented in the book or piece of text. Write a FEAP-based lesson plan that incorporates both of these strategies and also incorporates student writing. 

FEAPs: (a).1.a.c.f 
(a).2.e.h 
(a).3.a.b.c.d.e.g.h