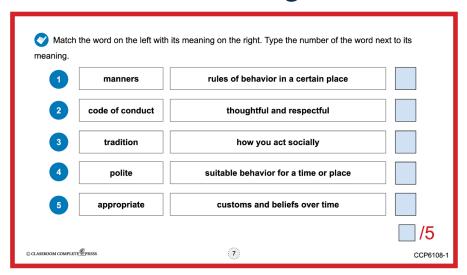
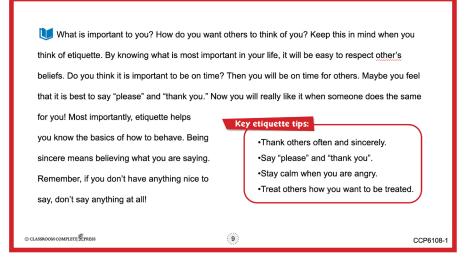
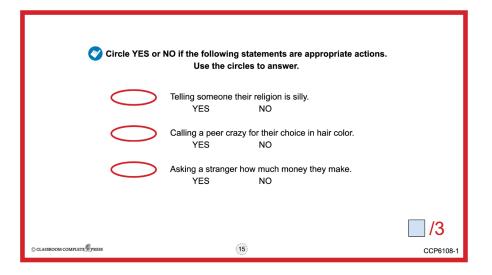
Matching



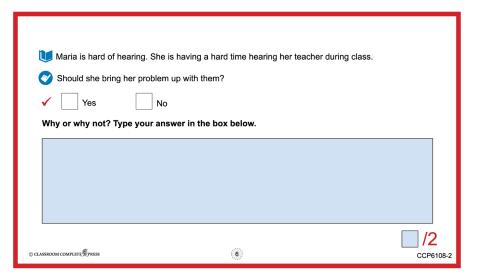
Reading Passage



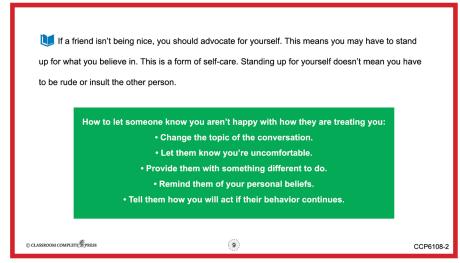
Comprehension Questions



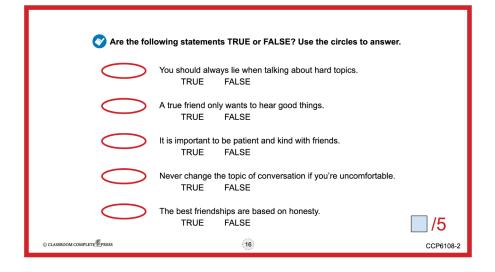
		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
	Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text.	Expresses responses to the text with some effectiveness; supported by some proof from the text.	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text.	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text.
Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.
W	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
·		Total S	score = /3	81	
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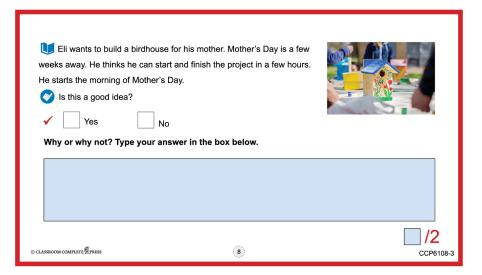
Reading Passage



True or False



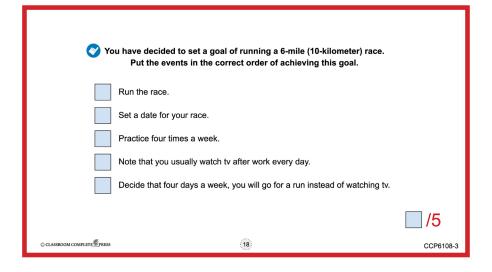
		Name:				
		Level 1	Level 2	Level 3	Level 4	
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		Total S	score = /3	80		
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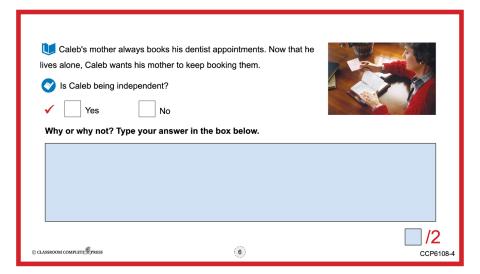
Reading Passage

People can always learn som	e saying, "You can't teach an old dog new tricks? nething new. It is never too late to try something o s you and gives you purpose is exciting and fun.	
-	A lifelong love for learning will open doors.	
morning? Maybe you would le everyday life. Growing a pass people and find ways to impr	by if you didn't have other commitments? Would y learn to play piano. There are ways to build these ssion into a regular hobby has many rewards. You rove all areas of your life. If you find you love to b my other parts of your life better!	e things into your u will meet new
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Comprehension Questions



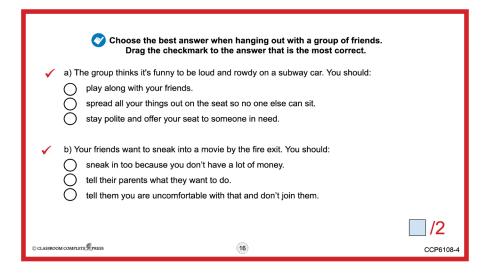
		Name:				
		Level 1	Level 2	Level 3	Level 4	
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
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·		Total S	core = /3	86		
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Reading Passage

Uo you have what it takes to be a boss? No matter what type of job you have, there is on	е
person you are always in charge of. You! You are the only person who can take charge of you	rself.
How to Stay in Charge:	
Manage your time, be responsible in your daily life, and control your actions.	
Are you always late? Or are you the first one to arrive to a meeting? Can your friends and fam	nily
count on you to be there for them? Being the best boss to yourself means managing your time	e. If
you want to be respected and relied on, you need to be on time. Keeping a schedule is import	tant
to living on your own. The more reliable you are, the more people will trust you.	
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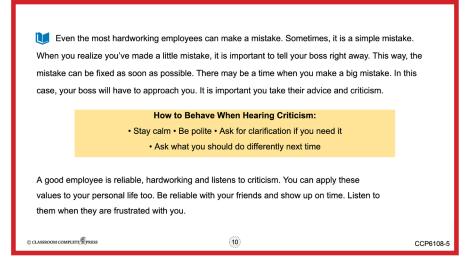
Comprehension Questions



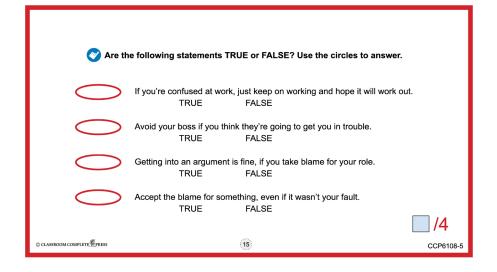
		Name:			
		Level 1	Level 2	Level 3	Level 4
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Ž	Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations.	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations.
,		Total S	score = /2	28	
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Reading Passage

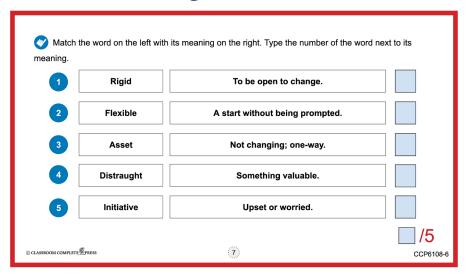


Comprehension Questions



		Name:			
		Level 1	Level 2	Level 3	Level 4
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.
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·		Total S	core = /2	25	
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Drag and Drop



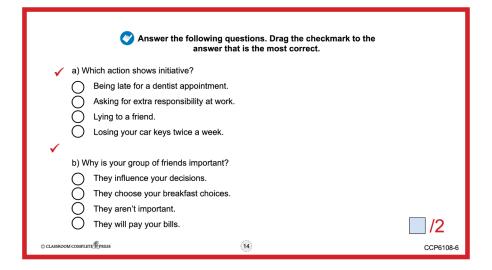
Reading Passage

Flexibility means being able to change or adapt. You may have to change how you think or act, depending on the situation. Imagine you are meeting a friend for pizza. If they mention they are lactose free, a flexible friend would find a different place. If you are too determined to get your way, others may find it hard to work with you. You may be considered rigid. Doing things on the spur of the moment and changing as you need to can make your workday easier. Go with the flow!

Tools that will help you be more open: collaboration, flexibility and coping with change.

Dealing with change can be hard. Even a little change can affect your daily routines. How do you usually feel about change? Are you easygoing? Or distraught? Staying open to new things can make changes easier to follow. People may begin to rely on you as a person who can handle any problem. This is a great asset to have as an employee and friend.

Comprehension Questions



		Name:				
		Level 1	Level 2	Level 3	Level 4	
Rubric	Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention.	Demonstrates a basic understanding of the concepts. Requires some intervention.	Demonstrates a good understanding of the concepts. Requires no intervention.	Demonstrates an excellent understanding of the concepts. Requires no intervention.	
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Marking	Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis.	Interprets various concepts from the text with some details but also some incorrect analysis.	Interprets various concepts from the text with satisfactory details and good analysis.	Interprets various concepts from the text with excellent details and thorough analysis.	
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·		Total S	Score = /2	20		
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Hands-on Activity

Hands-on Activity: Who Said It?

A big part of social life is speaking to others. We can laugh and talk easily with our friends. Our jobs may need us to talk with a lot of people every day. Public speaking is a skill that a lot of people don't enjoy. Some people have phobias of public speaking! Often, we need to be able to share our ideas with a group. Getting better at public speaking can help with that.

Over history, there have been many famous speeches. These were usually delivered during a hard time in history. They were meant to inspire people and give them hope. Usually, the people giving the speech were trying to make a difference.

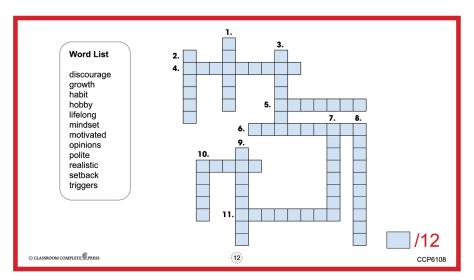
What are some famous speeches you know? One of the most famous speeches is Martin Luther King Jr.'s speech, "I Have a Dream." He was trying to get equal rights for African Americans. He spoke in front of thousands of people.

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Crossword



Word Search

Drag the red circles over top of the words you find in the word search. | T R A F T R E F L E C T I O N E R X | D T C E W S C D I S T R A U G H T C | C U O X Q P B A Y I M V C P E C V L | O F U I D O P P L I C N C E D C F A | N Y N B I N G P D C T G O S V J E R | T O T L B S Y R K J O I M P F H O I | R R A E R I T O C R T M P W E R B F | I Y B A B B G A G O V U L Q L W E I | B H L T F I E C B W P B I L K Q P C | U N E C E L Z H L Q A T S T I E L A | T E I V R I L R J V R T H V P D B T | E U R Y O T E U M U T J P I O Z H I | B T U C R I T I C R I S S F T A E L K U U W Y V R | R R V J M E I E X L I E M R T U H N | T A C E N S F T A E L K U U W Y V R | R R V J M E I E X L I E M R T U H N | T A C E N S F T A E L K U U W Y V R | T C F I T Y I K L R K T Y R V L C P L G | K F R U S T R A T E D X C M B E T X | CCP6108

Comprehension Quiz

Why is taking responsibility for	,	
2. What can you do to make a	difficult conversation easier?	
2. What can you do to make a	difficult conversation easier?	
2. What can you do to make a	difficult conversation easier?	
2. What can you do to make a d	difficult conversation easier?	
2. What can you do to make a d	difficult conversation easier?	