


This lesson was developed June/July 2013 as a collaboration between Mid-Iowa School Improvement Consortium (MISIC), Geographical Alliance of Iowa (GAI), National Geographic Society (NGS), and the University of Northern Iowa (UNI) to provide lessons reflective of the intent of the K-6 Iowa Core geography (global stewardship) and literacy standards. The lesson is part of a unit of instruction taught in a MISIC district and developed by a practicing teacher. Model lessons were to be 2-4 days in length

The intent of the model lesson is to:

- illustrate the pragmatic value of teaching literacy and social studies standards together (integrating the literacy skills so student can apply and synthesize the skills learned in literacy instruction),
- demonstrate that implementation of the 2010 Iowa Core Literacy standards starts with small steps, and
- to make visible a “sampling” of developed or vetted tools resources from MISIC, GAI, and NGS . (MISIC tools/resources are password protected for use by MISIC member districts while GAI and NGS materials are generally open-source) in the left column of the lesson.

Lesson Title:	Marshalltown, IA Landmarks Past and Present
OVERVIEW	
Invitation to View Lesson	This lesson is written for a TAG program. It is an extension to the current 3 rd grade geography expectations around Marshalltown history. Third grade students in the TAG program will use Google Maps to identify locations of Marshalltown landmarks and identify factors as to why these locations were selected by past city leaders. Students will demonstrate their understanding by writing an opinion paragraph explaining their reasoning. The lesson models the writing shift in the Iowa Core to reflect writing grounded in evidence.
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Image and Citation	 <p>Marshalltown Courthouse http://www.visitmarshalltown.com/gallery.php?g2_view=core.DownloadItem&g2_itemId=512&g2_serialNumber=2</p>
Summary of Lesson <i>Note:</i> Whether you are designing lessons or units purposefully:	This lesson would take place several days into the already established unit on Marshalltown history. All third grade students in Marshalltown study the concept of “community”. In February, the study continues with an emphasis on the community of Marshalltown. In this lesson, students will:
<ul style="list-style-type: none"> •align standards, assessment, and instruction •gives specific direction to teachers •identify resources and instructional materials •identify clear/focused daily goals •select appropriate teaching strategies •identify and teach key vocabulary •implement formative assessment •ensure horizontal articulation •scaffold for “success” select viable and worthy content	<ul style="list-style-type: none"> -Discover past and present Marshalltown Landmarks and discuss changes in both -Use Google maps to locate important Marshalltown landmarks -Write an opinion paragraph that sites evidence behind the reasoning for location of selected landmarks.
Number of Days <i>Note:</i> It is always important to ask: Is a unit/lesson manageable in the time allotted? Is the unit/lesson worth the time of teacher and students?	2 out of 20 total unit allocated days
Grade Level	3 rd Grade
Concepts	<ul style="list-style-type: none"> • communities growth and change according to location and need
Iowa Teaching Standards Reflected in Planning a Lesson Using this	The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria

<p>Design http://www.boee.iowa.gov/stndrds.html</p> <p><i>A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.</i></p>	<p>in the Iowa teaching standards.</p> <p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching profession. The Teacher:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. <p>Standard 3: Demonstrates competence in planning and preparation for instruction. The Teacher:</p> <ol style="list-style-type: none"> Uses student developmental needs, background, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources, including technologies, in the development and sequencing of instruction.
<p>PUPOSEFULLY PLANNING for MAXIMUM LEARNING (1)</p>	
<p>Learning</p> <p><i>Note:</i> When planning for instruction consideration of what we know about how students store and retrieve information is crucial with so much to teach in 179 school days. Some strategies that can be used are:</p> <ul style="list-style-type: none"> •Local to global • Hook senses first • Chunk it • Memory spaces 7 + - 1 in MS and 2 +- 1 in K • 8 to 2 engagement ratio • Less is more in content covered per period • Learning strategies used • Ramping lesson to reduce stress • Stimulating and engaging lesson • Relevant content • Focus the learning activities 	<p>The collaborative learning, whole class discussion, and writing activity of this lesson supports the following how the brain remembers strategies:</p> <ul style="list-style-type: none"> •Engaging lesson •Relevant content •Less is more covered per day •Focus the learning activities
<p>Development</p> <p><i>Note:</i> With so much talk about standards we often forget to critically think about the whole child in planning for instruction. How does our basic knowledge of the physical, intellectual, and social/emotional development by age span get considered in selecting learning activities? A good source for elem. age groups can be found at:</p> <p>https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/V1950902FAgesStages.PDF</p>	<p>Students at this age like group activity so this listen provides group work. The lesson provides guidance as children at this stage need guidance to stay on task to achieve their best performance. The expectations of the core are high which matches the fact that this age group is easily motivated and eager to try something new. A curious bunch this lesson will not provide for answering every question that may come up. Their need for self-efficacy is also supported through the lessons assessment for learning decisions. This age group also needs adult guidance to follow steps which again the rubrics support.</p>
<p>Learning Targets (IA Standards) Directly Taught in the Length of this Lesson</p> <p>Note 1: A lesson or unit should be aligned to the standards that will actually be taught and assessed in the lesson or unit. This does not mean listing standards that are just supported. The focus is on aligned target and assessment with activities.</p> <p><i>Note 2:</i> Standards referenced here can be found at:</p> <p style="text-align: center;"><i>Literacy</i></p> <p>IA Core Literacy – http://misiciowa.org or the Iowa DE website. Some of the standards in the Iowa Core are very long. As we unfold the new standards a lesson or unit may not target everything about a standard but will build on by quarter.</p> <p><i>Standards Insight</i> is another source of</p>	<p style="text-align: center;">Iowa Core ELA/Literacy Grade Level Standards</p> <p style="text-align: center;"><u>Reading</u></p> <p>RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p style="text-align: center;"><u>Writing</u></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p style="text-align: center;">Iowa Core/MISIC Grade Span Geography Standards</p> <p>SS.03-05.G.01-Understand the use of geographic tools to locate and analyze information about people, places, and environments.</p> <p>SS.03-05.03.01- Create, interpret and use various representations of the earth and</p>

<p>understanding the new literacy standards.</p> <p>NGS ideas on how every K-12 CCSS Literacy standard can be aligned to the teaching of Geography- http://education.nationalgeographic.com/education/media/interconnections-common-core-national-geography-standards/?ar_a=1</p> <p style="text-align: center;"><i>Geography</i></p> <p>IA Core Geography- http://misiciowa.org</p> <p>NGS Geography- NGS and publishers have used the 5 themes of geography since 1984. Recently NGS put out a new perspective for relating to geography around the three I's of geography-interactions, interconnections, and implications as a way of relating geography to the many careers using geographical thinking. View this link about the three I's and geo-literacy: http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1</p>	<p>information about the earth (maps, globes, graphs, tables and photographs) to find locations, estimate distance and calculate scale. More specifically it means Identify and describe the detailed elements of a map; Use atlas, database, grid systems, charts, graphs, and maps to gather information about the local community, Iowa, the United States, and the world; Construct maps, showing the location of major land masses, bodies of water, and/or mountains.</p> <p>SS.03-05.G.03- Understand how human factors and distribution of resources affect the development of society and the movement of populations.</p> <p>SS.03-05.03.03- Identify how peoples' surroundings and interactions with the environment influence their lives (i.e., income, hobbies, urban/rural, resources, etc.). And more specifically it means Give examples of how the location of an area has affected the culture of the people; Identify examples of physical and cultural barriers to population movement and migration; Locate human features such as cities, capitals, and roads on a map of North America; Examine the interaction of human beings and their physical environment.</p> <p>SS.03-05.H.06-Understand the effect of geographic factors on historical events.</p> <p>SS.03-05.03.05-Knows the geographic factors that have influenced people and events in the past. More specifically it means Understand how geography has provided the context in which history has occurred over time and impacted historical events; Identify the impact of geographic systems on historical events, predict the role of geography on current social, political, and historical events.</p> <p style="text-align: center;">National Geographic Standard Connections 5 Themes of Geography</p> <ul style="list-style-type: none"> • Location • Place • Human Interactions <p style="text-align: center;">3 I's of Geography</p> <ul style="list-style-type: none"> • Interactions • Implications
<p>Unit Background/ Prior Knowledge/ Misconceptions</p> <p><i>Note on Misconceptions:</i> Doug Fisher talks about the following when designing a lesson to get at student misconceptions.</p> <ul style="list-style-type: none"> ■ What misconceptions need to be addressed before new learning takes place? ■ What are the tasks/skills/background knowledge needed for completion of this lessons content (geography, literacy, 21st Century)? ■ What academic language needs to be put in place and reinforced for students? ■ What will be challenging for the student? ■ How will I support background knowledge that moves beyond facts and isolated skills? ■ What scaffolding and explicit instruction is needed during the lesson? ■ When and how can I make supports optional so control of activities is transferred to the learner? <p>How can you quickly determine your students' prior knowledge on a topic?</p> <p>You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from <i>Classroom Assessment Techniques</i>. Focused Listing, as the name implies, focuses students' attention on a single important term, name, or concept to <u>help</u> instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge</p>	<p>As stated before, this lesson will occur in February of students in 3rd grade. Students should have prior knowledge of the concept of community AND be familiar with local Marshalltown landmarks.</p> <p>Misconceptions might occur because of the family and community experiences that students bring to school with them. Marshalltown students are a diverse population. Many students were not born in this community and move quite frequently. Community to students in Marshalltown might just be the neighborhood in which they live. It will be important to clarify that community in Marshalltown is bigger than the student(s) might imagine. It will also be important to stress the role of history in community.</p>

<p>how to adapt the curriculum so that it builds upon students' pre-existing knowledge structures.</p> <ol style="list-style-type: none"> 1. Select an important topic or concept that the class is about to study and describe it in a word or brief phrase. 2. Ask your students to write that word or phrase at the top of a sheet of paper as the heading for a Focused List. 3. Ask your students to write down the most important points they associate with the word or phrase. Set a time limit and/or a limit on the number of items you want your students to write. Two or three minutes and five to ten items are usually sufficient. <p>Use this data to determine how your students understand the topic they are about to study, and then to adapt the curriculum so that it incorporates their understanding (p. 126-131).</p>			
<p>Academic (Tier III) Vocabulary <i>Note 1:</i> Vocabulary is a major shift in the intent of the Iowa Core Literacy standards.</p> <p>Watch the video link at http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary to learn why this is an important shift in the core. The rationale for this shift is: Words carry meaning. If you know a word you can retrieve, access, and build on conceptual understanding. We learn words by repeated exposures. Students need both the discipline specific words (tier 3) and the general academic vocabulary (tier 2), but Tier 2 words need stressed as they cross disciplines with their multiple meanings.</p> <p>A variety of strategies should be used to provide the needed incremental and repeated exposures in a variety of contexts, for learning lots of words. Without the repeated exposure in multiple context students will not learn the connections between important words.</p> <p>An old but good strategy for learning vocabulary is still Marzano's six steps at http://www.ncresa.org/docs/PLC_Secondary/Six_Step_Process.pdf</p> <p><i>Note 2:</i> Academic vocabulary crosses content areas and is found in both informational and literary text. Students must constantly build the vocabulary they need to be able to access grade-level complex texts as defined in Appendix B and C of the Iowa Core ELA Standards. A clear developmental progression from phonics through sophisticated concepts such as Greek and Latin affixes and roots is articulated through the Language strand of the ELA standards.</p> <p>Students need to build the number of words they know and understand. Isabel Beck defines these tier and III and II words. The Three Tiers (Isabel Beck) of words are discipline specific words like <i>circumference, aorta, autocratic, onomatopoeia, Oligarchy, hydraulic, neurotransmitters, "Jim Crow Laws, sovereignty, lagging, fractal, tectonics.</i></p>	<p>Words to front-load</p> <ul style="list-style-type: none"> • historical landmark 	<p>Words using context</p>	<p>Instructional methods</p> <p>Use 4 fold vocabulary lesson strategy as defined "Realizing Illinois- Common Core Teaching and Reading Strategies p.37 at http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf This is a great resource for strategies and formative assessment aligned to the reading standards.</p>
<p>Tier II Vocabulary <i>Note:</i> Tier 2: Academic Vocabulary are words</p>	<p>Words to front-load</p> <ul style="list-style-type: none"> • community 	<p>Words using context</p>	<p>Instructional methods</p> <p>Use 4 fold vocabulary lesson strategy as</p>

<p>far more likely to appear in written texts than in speech. They are highly generalizable, found across many types of texts, and often represent subtle or precise ways to say relatively simple things-saunter instead of walk:</p> <ul style="list-style-type: none"> words from informational text like <i>analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious</i> words from technical texts like <i>calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative</i> words from literary texts; <i>misfortune, dignified, faltered, unabashedly, declarative, plot, style</i> <p>Tier 2 words are especially important to comprehension and should be emphasized. Estimates indicate that there are about 7,000 words for tier 2 or 700 per year. Divided by content that is about 60 per year for each of the four core with additions from arts, career/tech, PE . Criteria for good Tier 2 words includes: important to understanding the text, high use across contents, instructional potential by connecting similar words and concepts around it, add precision to conceptual understanding. Tier 2 words are seldom supported in text.</p> <p>A good guide for selecting Tier II words can be found at http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf or go to http://vocablog-plc.blogspot.com/ for a great set of criteria from Frey and Fisher.</p>	<ul style="list-style-type: none"> citizen rural urban, suburban environment landforms natural resources business 	<p>defined “Realizing Illinois- Common Core Teaching and Reading Strategies p.37 at http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</p> <p>This is a great resource for strategies and formative assessment aligned to the reading standards.</p>
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PROCEDURES for MAXIMUM LEARNING

<p>Materials List</p>	<p>-Power Point Presentation C:\Users\Owner\Documents\GAI\Marshalltown.ppt It is a separate file. This was a power point created by a local teacher.-Google Maps maps.google.com (search Marshalltown, Iowa) -Computer access -Copies of 4 A’s of Geographic Questioning -Power point on Writing an Opinion (Created by Jill Brockman) -Writing rubric modified from http://blogs.egusd.net/ccss/2012/01/12/ccss-aligned-rubrics-k-12/ (This rubric was created at the Elk Grove Unified School District. Elk Grove, California)</p>
<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Scaffolding:</i> the purpose of scaffolding for success is to provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; including appropriate scaffolding directly experience the complexity of the text.</p> <p>It provides extensions and/or more advanced text for students who read well above grade level text band. It gradually removes supports, requiring students to demonstrate their independent capacities. It integrates appropriate supports for reading, writing, speaking and listening for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p align="center">Day 1</p> <ul style="list-style-type: none"> Essential Question: Think about the location of Marshalltown’s Historical Landmarks. Why do you think these locations were chosen? Daily Learning Goal: Students will identify the location of Marshalltown Historical Landmarks using Google Maps Hook and hold interest: <i>What is your favorite Marshalltown landmark? Why do you think the past leaders of Marshalltown selected these locations?</i> Begin with discussion with students. The next 2 days we will use Google maps to find exact locations and then write an opinion piece with evidence as to why you believe these locations were chosen. Instructional Strategies/tools for teaching, coaching, and inquiry: Each ELP student will select a Marshalltown Historic Landmark from the power point presentation. They will use Google Maps to find the exact location in Marshalltown. Students will identify factors that led to the location of each historical landmark. Use attached 4 A’s of Geographic Questioning to organize opinions. Scaffolding for Success/Interventions: Review content vocabulary. Students will use 4 fold vocabulary review to review content vocabulary Assessment for Learning (Formative): Students will write an opinion piece that supports point of view with evidence. Students will use linking words and phrases (<i>eg because,</i>

<p>Procedure: (3) q Daily Goal q Hook Instruction q Scaffolding for Success q Assessment Range (2)</p> <p><i>Note on Assessment Range:</i> Formative assessment is assessment for learning and summative assessment is assessment of learning. A good unit uses both. An assessment is formative or summative based upon the teacher use of that tool.</p> <p><i>Note on Strategies:</i> Two good sources on promising strategies can be found at http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8BItemid=2698 and http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml</p> <p>A good source for writing templates for grades 4-12 can be found at http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf</p> <p><i>Note 2:</i> A good source for web 2.0 ideas is at http://edorigami.wikispaces.com/Traditional+and+Digital+Practicehttp://edorigami.wikispaces.com/Traditional+and+Digital+Practice</p> <p><i>Note 3:</i> A good structure for students learning to listen and speak in group work is the accountable talk research at the University of Pittsburgh. Go to http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick</p>	<p><i>therefore, since, for example</i>) to connect opinion and reasons. Students will also use content vocabulary in their writing (<i>eg: community, business, geography, natural resources, etc.</i>)</p> <p style="text-align: center;">Day 2</p> <ul style="list-style-type: none"> • Essential Question: In my opinion, why were present locations chosen for Marshalltown’s landmarks? • Daily Learning Goal: Students will write an opinion piece that supports their point of view with evidence. • Hook and hold interest: Students start lesson by reviewing exact locations of their Marshalltown landmark. Have a brief discussion (using each student’s completed 4A’s to Geographic Questioning) as to why they believe these locations were chosen. Discussions such as this will lead to common themes behind reasons of geographic location selection. • Instructional Strategies: Share power point entitled “Writing an Opinion”. Share rubric on expectations for writing. Students write their opinion piece with guidance and instruction from teacher. • Scaffolding for Success/Interventions: Review content vocabulary. Students will use 4 fold vocabulary review to review content vocabularies. • Assessment for Learning: <p>This is a TAG lesson that extends the regular classroom Social Science curriculum. In this lesson, TAG students will go beyond identifying Marshalltown landmarks (<u>Knowledge</u>) to <u>Analysis</u> of reasons behind landmark location and <u>Synthesis</u> of reasons in written form.</p> <p style="text-align: center;">Reflecting After Teaching Lesson/Units or Even at End of the Year</p> <p>Reflection is key to self-efficacy for professionals. At the end of a lesson you ask, What would you change in the lesson now that you have taught the lesson? What went well? Think about strategies, resources, activities.</p> <p>After a unit of instruction and at the end of the year the Iowa Teaching Standards ask us to reflect on the some key questions that get at the intent of the teaching standards. Those questions are organized around three key concepts:</p> <ul style="list-style-type: none"> •Using standards-based school improving processes, •Sharing with peers, and •Effect on students. <p style="text-align: center;">Use (U)</p> <p><u>Standard 2:</u> What resources do you use to integrate and align your instruction with content standards, students’ developmental needs, backgrounds, and interests?</p> <p><u>Standard 3:</u> How do you differentiate curriculum and instruction to meet students’ developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?</p> <p><u>Standard 4:</u> What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs</p> <p><u>Standard 5:</u> In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?</p> <p><u>Standard 6:</u> How do you establish high expectations for learning and build a positive classroom environment? How do you build and maintain student ownership for their learning and appropriate classroom behavior?</p>
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Sharing (S)

Standard 7: How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district? (How do you know?) What is your evidence?

Standard 8: In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?

Effect (E)

Standard 1: What does your data/evidence tell you about student achievement on district standards/benchmarks?
In terms of improved student achievement, what area(s) is of greatest concern or interest to you?

RESOURCES

Rubrics (2)

Rubrics are at end of this lesson.

Copy Ready Handouts

You will find copy ready handouts attached at the end of the lesson.

COPYRIGHT

Primary	Image	Description	Citation	URL
				See above in resources list
Secondary	Image	Description	Citation	URL

Third Grade Opinion/Argument Writing Rubric

Components	Above Level	Proficient	Below Level
Focus	The writer clearly states an opening sentence opinion which captures the reader's attention.	The writer has an opening sentence, which includes an opinion.	The writer does not express an opinion.
Support and Evidence	The writer supports opinion skillfully with substantial and relevant facts, details, and reasons.	The writer supports opinion with some relevant facts, details, and reasons.	The writer does not support opinion with facts or reasons.
Organization	The writer expresses reasons and details in a logical order with the usage of several appropriate transition words (e.g., <i>because, therefore, since, for example</i>)	The writer expresses reasons and details in a logical order with the usage of at least three appropriate transition words.	The writer expresses reasons and details in a logical order with 2 or less transition words.
Conclusion	The writer clearly paraphrases his/her opinion.	The writer restates his/her opinion.	The writer does not restate opinion.
Language and Mechanics	The writer uses a variety of sentences which contain several examples of content vocabulary. There are no errors in grammar, punctuation, capitalization and spelling.	The writer uses a variety of sentences which contain some examples of content vocabulary. There are no more than three errors in punctuation, capitalization and spelling.	The writer has little sentence variety and does not include content vocabulary. There are several errors in punctuation, capitalization and spelling.

What do you need to work on next time when you write an opinion or argument?

4 A's of Geographic Questioning

1. ASK the Geographic Questions
 - a. Where is the landmark?
 - b. What else is at this place and associated with it?
 - c. Where is this place in relation to other places?
 - d. What nearby places are similar or connected to this landmark?

2. ACQUIRE the geographic information needed to answer such questions.

3. ANALYZE the geographic information.
 - a. Describe the location
 - b. List what you might see, hear, smell at this location
 - c. List ways this location is linked to other locations

ANSWER the Geographic Questions you asked at the beginning

Opinion/Argument Rubric, Grade 3

http://www.clovis-schools.org

Criteria in Standard	(Above Grade Level)	(At Grade Level)	(Approaching Grade Level)	(Below Grade Level)
Focus/Opinion ➤ W – 1a ➤ W – 1b ➤ W – 4	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text
Organization ➤ W – 1a ➤ W – 1c ➤ W – 1d ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Uses linking words and phrases to connect reasons to opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively 	<ul style="list-style-type: none"> • Organizes with no evidence of paragraph structure • Uses no linking words
Support/Evidence ➤ RIT – 1 ➤ W – 1b	<ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion 	<ul style="list-style-type: none"> • Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Supports opinion with minimal or irrelevant and/or reasons • Provides some explanation of how reasons support opinion 	<ul style="list-style-type: none"> • Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion
Language ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses some correct but repetitive sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> • Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

Iowa Core Standards alignment (“W” = Writing strand; “RI” = Reading-Informational Text; “L”= Language strand)

Iowa Core State Standards (CCSS) Alignment

NOTES: As a resource for teachers, below are the standards for the current grade (3rd) as well as the preceding and subsequent grade.

Strand (Domain)	2nd	3rd	4th
Writing	<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Reading – Informational Text	<p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

PPT is a separate file.

◦ Writing an Opinion Paragraph

An opinion- a thought or belief about something or someone (Cambridge Advanced Learners Dictionary)

Take a stand on a given topic and site evidence as to why you have that stand

Organization

1. **Topic Sentence-** State your opinion on the topic
2. **State reasons and evidence** as to why you have this opinion.
3. **Conclusion sentence-** Summarize the topic sentence using different words



Topic Sentence- Here are some topic sentence starters:

I believe... I feel... I think... I am convinced that... I am certain that... I agree that... I disagree that....

Evidence- Give facts and examples to support your opinion. Use any notes you took on the subject- Use terms such as:

The first/second/third reason... First... Moreover... Furthermore... In addition... Because... Therefore... Since... For example...



Conclusion sentence- Summarize the main topic in different words. Here are some examples:

In conclusion... In summary... To sum up... To conclude...



Rubric for Evaluating Self on the Iowa Teaching Standards 2 and 3

Source: Mt. Pleasant CSD

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.				
CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
Relates ideas and information within and across content areas.	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.
Standard 3: Demonstrates competence in planning and preparing for instruction.				
Uses student achievement data, local standards, and the district curriculum in planning for instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all	No standards of conduct appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.

			students to learn.	
Uses student's developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.