2012

Southeast: A Region of Cultural Diversity

Deloris Ryan  
South Tama Elementary School

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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.

<table>
<thead>
<tr>
<th>Lesson Title:</th>
<th>Southeast: A Region of Cultural Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERVIEW</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Invitation to View Lesson</strong></td>
<td>There is a shift in education today. One of the shifts is the integration of literacy in all curricular areas. This means that this shift is also found in social studies. The use of informational texts in teaching different concepts in social studies is evident. We also will include writing during the instruction. The writing piece helps the instructor determine the level of understanding of the concepts taught. This lesson is introductory to the Southwest Region of the United States. During each study of the regions of the United States, the students will be learning about the cultures that make up that region. Within this region we will also be studying the economics, historical, geography, and behavior sciences aspect for each region as the year progresses. As we go across the United States, we will be comparing and contrasting the cultures in the regions with each other. This will become more in depth as we continue throughout the year. At the beginning of the lesson we will build knowledge through content-rich nonfiction and informational text. As the students continue in the lesson they will be reading and writing which is grounded in the evidence they receive from the text. As the year progresses, the students will continue to practice with complex text and its academic vocabulary.</td>
</tr>
</tbody>
</table>
| **Contact Information** | Teacher: Deloris Ryan  
District: South Tama Elementary School  
Email: dryan@s-tama.k12.ia.us |
| **Image and Citation** | [Image](texasbeyondhistory.net) |
| **Summary of Lesson** | This lesson is the first lesson introducing culture for each of the regions that will be taught throughout the year. For this lesson we will introduce culture to the students by first of all creating a student friendly definition. Then the students read several informational books for them to create a graphic organizer for each of the cultures that they read about. (#1) The students then do a compare and contrast organizer to compare these cultures. (#2) The final part of the lesson is that the students use this organizer to write an opinion paper with evidence to justify their opinion. (#3) We will continue to do this after each region, writing an opinion paper with evidence which will include using linking words with a clear opening and conclusion. |

**Note:** Whether you are designing lessons or units purposefully:
- 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
**Number of Days**  
*Note:* 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?  
| 3 out of 20 total unit allocated days |

**Grade Level**  
4th grade

**Concepts**  
*Geography and culture intertwined*

**Iowa Teaching Standards Reflected in Planning a Lesson Using this Design**  
*http://www.boeec.iowa.gov/stndrds.html*  
*A rubric for teachers to self-evaluate where they are on the seven criteria to the right is at the end of this lesson.*

The Iowa teaching standards are about planning/preparing, managing, delivering, and reflecting about instruction. Producing this lesson provided evidence of the following criteria in the Iowa teaching standards.

**Standard 2: Demonstrates competence in content knowledge appropriate to the teaching profession.** The Teacher:  
| a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.  
| b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.  
| c. Relates ideas and information within and across content areas.  
| d. Understands and uses instructional strategies that are appropriate to the content area. |

**Standard 3: Demonstrates competence in planning and preparation for instruction.** The Teacher:  
| c. Uses student developmental needs, background, and interests in planning for instruction.  
| d. Selects strategies to engage all students in learning.  
| e. Uses available resources, including technologies, in the development and sequencing of instruction. |

**Purposefully Planning for Maximum Learning (1)**

*Learning*

| Note: 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: | This lesson uses the following how the brain remembers strategies:  
| • 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  
|  

**Development**

| Note: 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: | Students at this age are ready for in-depth, longer learning experiences which allows them to explore content deeper. They are also ready for more detailed recordkeeping. They also gain skills in social situations with peers and adults. This lesson considers both of these characteristics in the selection of learning activities.  
| https://store.extension.iastate.edu/ProductList.aspx?Keyword=ages%20and%20stages or http://www.extension.iastate.edu/4hfiles/VI950902FAgesStages.PDF  
|  

6/18/2013 10:09 PM
Learning Targets (IA Standards) 
Directly Taught in the Length of this Lesson 

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. 

Note 2: Standards referenced here can be found at: 
Literacy 
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. 
Standards Insight is another source of understanding the new literacy standards. 

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 

Geography 
IA Core Geography- http://misiciowa.org 

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 

Iowa Core ELA/Literacy Grade Level Standards 
Reading 
RI 4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text. 

Writing 
W 4.1 - Write opinion piece on topic or text clearly, supporting a point of view with reasons and information. 

Iowa Core Geography Standards (MISIC) 
SS.3-05.G.02 Understand how geographic and human characteristics create culture and define regions. 
SS.03-05.03.06: Compare and contrast various regions of the United States and/or world using the five themes of geography: location, place, movement, human interaction with environment and region. More specifically: Describe ways in which people interact with the environment (i.e., use of land, locations of community, construction, and shelters); Compare political, economic and social differences between regions; Identify regions on maps; Explain how physical environment has affected the way people live in the community. 

National Geographic Standard Connections 
5 Themes of Geography 
Human - environment interaction 
3 I’s of Geography 
Interconnections 
Implications 

South Tama County School Standards 
Tell how culture affects people in a region of the United States.
Unit Background/ Prior Knowledge/ Misconceptions

Note on Misconceptions: Doug Fisher talks about the following when designing a lesson to get at student misconceptions.

- 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?

How can you quickly determine your students’ prior knowledge on a topic?

You might try one of the classroom assessment techniques suggested by Thomas Angelo and Patricia Cross. The following technique selected from Classroom Assessment Techniques. **Focused Listing**, as the name implies, focuses students’ attention on a single important term, name, or concept to help instructors assess what the students believe to be the most important points related to that particular topic. The instructor can then gauge how to adapt the curriculum so that it builds upon students’ pre-existing knowledge structures.

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.

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).

<table>
<thead>
<tr>
<th>Academic (Tier III) Vocabulary</th>
<th>Words to front-load</th>
<th>Words using context</th>
<th>Instructional methods</th>
</tr>
</thead>
</table>

By the end of the study of the regions of the United States, the students will be able to compare and contrast the influence of the climate, culture, economy, history and behavior sciences of the past and with the present of each region. Since this is the first year that the fourth grade students are beginning to focus on more rigor in the curriculum, they do not have the background knowledge in writing an opinion piece. This shift in writing needs to include more modeling of the writing process before the students create their own opinion piece. We no longer teach the standards in isolation since language arts needs to be integrated into the all of the standards. As we teach this unit, we need to remember that scaffolds are necessary. From modeling, demonstrating, questioning, prompting, and cueing, the teacher needs to recognize when these levels are at a level of expertise for the students. For the informational shift we have to build knowledge through content-rich nonfiction and informational texts. Reading and writing grounded in evidence from the text is another evidence shift. Regular practice with complex text and its academic vocabulary is also a necessary shift making sure that complex text is used. A major misconception that takes place in writing an opinion piece is that students are able to do this by the time they reach fourth grade. Unfortunately, most of the time opinion papers have not been written in previous years. They have also not had the opportunity to write an opinion piece regarding geography. Understanding this misconception will help in teaching opinion writing to students using informational texts during the teaching of geography.
Note 1: Vocabulary is a major shift in the intent of the Iowa Core Literacy standards.

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.

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.


Note 2: 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. 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 circumference, aorta, autocratic, onomatopoeia. Oligarchy, hydraulic, neurotransmitters, “Jim Crow Laws, sovereignty, lagging, fractal, tectonics.

<table>
<thead>
<tr>
<th>Tier II Vocabulary</th>
<th>Words to front-load</th>
<th>Words using context</th>
<th>Instructional methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>religion</td>
<td>culture</td>
<td>Use 4 Square Poster in which each square has an activity to better understand the words</td>
<td></td>
</tr>
</tbody>
</table>
Note: Tier 2: Academic Vocabulary are words 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:

- words from informational text like analyze, relative, vary, formulate, specify, accumulate, theory, principled, generation, manipulate, wrought, complex, obvious
- words from technical texts like calibrate, itemize, periphery, verify, construct, illustrate, fluctuate, function, feasible, innovation, technical, relative
- words from literary texts; misfortune, dignified, faltered, unabashedly, declarative, plot, style

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.

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.

<table>
<thead>
<tr>
<th>venn diagram</th>
<th>• opinion</th>
<th>• evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use I Know, I Know to teach words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROCEDURES for MAXIMUM LEARNING

Materials List

- variety of informational books from the reading list
- graphic organizers as listed in the lesson
- rubric for opinion paper in the evaluation
- chart paper
- markers

Procedure: (3)

- Daily Goal
- Hook Instruction
- Scaffolding for Success
- Assessment Range (2)

Note on Scaffolding: 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.

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.

The essential question for this lesson is “How did the Southwest become so culturally diverse?”

Day 1

- Daily Goal: The students will be able to determine a definition of the word culture and use that definition to compare and contrast different cultures in the Southwest region. The students will identify the large centers of population today and in the past in the Southwest.
- Hook Instruction: Watch the video of the national anthem sung in Navajo: http://www.youtube.com/watch?v=6NUJ_w38FNM
- Scaffolding: After viewing the video, each group will work together to determine a working definition of culture. Then the class will come back together to create our class definition of culture.
- In small groups, the students will use the graphic organizer (fig. 1) provided to determine the characteristics of the culture their group is assigned.
- Assessment Range: The graphic organizer will be used to determine whether the group has understood the material read.
- When reviewing the organizer, the expectation that there should be at least 2 examples are found under each of the headings. This will make sure that the students will have read enough information to make a reliable opinion about the culture.
### Procedure: (3)
- **Daily Goal**
- **Hook**
- **Instruction**
- **Scaffolding for Success**
- **Assessment Range (2)**

**Note on Assessment Range:** 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.

**Note on Strategies:** Two good sources on promising strategies can be found at [http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8B%3Amid=2698](http://educateiowa.gov/index.php?option=com_content&view=article&id=2102&%E2%80%8B%3Amid=2698) and [http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml](http://www2.ed.gov/nclb/methods/whatworks/edpicks.jhtml)

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](http://www.literacydesigncollaborative.org/wp-content/uploads/2012/02/LDCTemplateTasks.pdf)

### Day 2
- **Daily Goal:** The students will be able to use the definition of culture to determine the characteristics of a culture and compare and contrast different cultures in the Southwest region. The students will identify the large centers of population today and in the past in the Southwest.
- **Hook Instruction:** Watch the video on Mexican American Communication: [http://www.youtube.com/watch?v=bcdyZQ7WJ4c](http://www.youtube.com/watch?v=bcdyZQ7WJ4c)
- **Scaffolding:** In small groups, the students will use the graphic organizer provided to determine the characteristics of the culture their group is assigned.
- **The students will take their graphic organizers (fig.2) to begin comparing and contrasting the two cultures from the Southwest.**
- **Assessment Range:** The completion of the compare and contrast graphic organizer for understanding of the comparison of the two cultures.
- **The expectation of the completion of this graphic organizer will be that the students will be able to fill out how the cultures are alike. The students will be able to come up with 3 attributes of the two cultures and explain how they are different. Then they will be able determine a conclusion about the cultures.**

### Day 3
- **Daily Goal:** The students will write an opinion piece on how the two cultures in the Southwest region has influenced the region using evidence for their opinion.
- **Hook Instruction:** Using a Venn diagram(fig.3) have the table groups complete it to review the facts about the two cultures.
- **Scaffolding:** When the diagrams are done, the students will write their opinion piece including evidence to support their opinion.
- **Assessment Range:** The expectation of the the completed Venn diagram is that the students will have at least 2 or 3 points that are different and 2 or 3 points that are the same. Using this information, the students will be able to use this information to write their opinion piece. The completion of the opinion piece will be the assessment of learning.

### Differentiation (3)
In order to meet the needs of all of the students, there will be a variety of teaching strategies. One method could be to using a jigsaw strategy while reading the informational texts. There will be collaboration between the team members and support for each other’s learning. Another strategy that can be used is the RAN method while reading and analyzing the informational text.
Reflecting After Teaching Lesson/Units or Even at End of the Year

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.

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:

• Using standards-based school improving processes,
• Sharing with peers, and
• Effect on students.

Use (U)

Standard 2: What resources do you use to integrate and align your instruction with content standards, students’ developmental needs, backgrounds, and interests?

Standard 3: 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?

Standard 4: What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs?

Standard 5: 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?

Standard 6: 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?

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) 4 point rubric attached at the end of this lesson

Copy Ready Handouts See handouts at end of lesson.

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<table>
<thead>
<tr>
<th>Primary</th>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>National anthem sung in Navajo</td>
<td>Interview of Jesus Escobedo who is a Mexican that has lived in America for 11 years. He discusses his personal experiences and the aspects of communication in the Mexican culture.</td>
<td><a href="http://www.youtube.com/watch?v=6NUj_w38FNM">http://www.youtube.com/watch?v=6NUj_w38FNM</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican American Communication</td>
<td>This is the lyrics, in the Navajo language, to our nation's National Anthem, &quot;The Star-Spangled Banner.&quot; It was originally a poem by Francis Scott Key written in 1814. It was later set to music by John Stafford Smith. The song presented here is sung by Radmilla A. Cody, former Miss Navajo Nation (1997-1998) and recording artist. This song is available on her album entitled &quot;Within the Four Directions.&quot;</td>
<td><a href="http://www.youtube.com/watch?v=bcERC7V7Wc4">http://www.youtube.com/watch?v=bcERC7V7Wc4</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Venn Diagram

Topic: ____________________________

Different

Same

Different
<table>
<thead>
<tr>
<th>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRITERIA</strong></td>
</tr>
<tr>
<td>Understands and uses underlying themes, relationships, and different perspectives related to the content area.</td>
</tr>
<tr>
<td>Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</td>
</tr>
<tr>
<td>Relates ideas and information within and across content areas.</td>
</tr>
<tr>
<td>Understands and uses instructional strategies that are appropriate to the content area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Demonstrates competence in planning and preparing for instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Uses student achievement data, local standards, and the district curriculum in planning for instruction.</strong></td>
</tr>
<tr>
<td><strong>Sets and communicates high expectations for social, behavioral, and academic success of all students.</strong></td>
</tr>
<tr>
<td>Uses student’s developmental needs, backgrounds, and interests in planning for instruction.</td>
</tr>
<tr>
<td>Selects strategies to engage all students in learning.</td>
</tr>
<tr>
<td>Uses available resources, including technologies, in the development and sequencing of instruction.</td>
</tr>
</tbody>
</table>
Southwest Regions Reading List

The Mexican Americans by Linda R. Wade, Mason Crest Publishers, 2003
Navajo by Richard M. Gaines, ABDO Publishing, 2000
The Hopis by Virginia Driving Hawk Sneve, Holiday House, 1995
Indians of the Southwest by Lisa Sita, Courage House, 1997
The Pueblos by Suzanne Powell, Library of Congress, 1993
Pueblo Indian by Steven Cory, Lerner Publications, 1996
<table>
<thead>
<tr>
<th>Component</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion/idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer has an opinion, which captures the reader's attention and includes a clear, concise thesis statement.</td>
<td>The writer expresses a clear, concise opinion in the introduction.</td>
<td>The writer presents an opinion in the introduction, but it is not as clear or concise.</td>
<td>The writer does not express an opinion.</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each reason</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer clearly states reasons with at least two details supporting each reason.</td>
<td>The writer clearly states reasons with at least one detail supporting each reason.</td>
<td>The writer states reasons with at least one detail supporting each reason.</td>
<td>The writer does not clearly state reasons.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each reason</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer clearly states reasons with at least two details supporting each reason.</td>
<td>The writer clearly states reasons with at least one detail supporting each reason.</td>
<td>The writer states reasons with at least one detail supporting each reason.</td>
<td>The writer does not clearly state reasons.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For option</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer submits his/her work.</td>
<td>The writer attempts to submit work.</td>
<td>The writer does not submit work.</td>
<td>The writer does not submit work.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For option</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The writer uses a variety of sentence structure.</td>
<td>The writer uses sentence structure.</td>
<td>The writer does not use sentence structure.</td>
<td>The writer does not use sentence structure.</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no errors in grammar or spelling.</td>
<td>There are errors in grammar or spelling.</td>
<td>There are several errors in grammar or spelling.</td>
<td>There are several errors in grammar or spelling.</td>
<td></td>
</tr>
<tr>
<td>6/18/2013 10:09 PM</td>
<td>student name</td>
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