



**Literacy Design  
Collaborative**

# The Landmark Module

★ TASK ★ LADDER

by Terri Lewis and Jennifer Bean

Do you know which American landmark is a symbol of Thomas Jefferson's role in Westward Expansion? In this module, students will learn facts about American landmarks and what makes them significant. For the students' final written task, they will create a travel blog describing a landmark and explaining its significance. This module targets and explicitly teaches the following focus standards:

**CCSS.ELA-Literacy.RL.1.1:** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.W.1.2:** Write informative/explanatory texts to examine a topic and convey ideas and information.

**PA Academic Standards for History(PreK-3).History.8.3.1.B:** Identify American landmarks and their significance.

Note: We have chosen Kidblog as the platform for creating blogs because it is kid-friendly and easy to navigate. Kidblog offers a 30-day free trial. After the trial, the blogs are still visible, but can no longer be edited.


GRADES

**1 - 2**

DISCIPLINE

 **Social  
Studies**

COURSE

 **First  
Grade  
Social  
Studies**

PACING

 **6hr**

# Section 1: What Task?

## Teaching Task

### Task Template IE2 - Informational or Explanatory

After reading and listening to informational text/s on American landmarks, write a travel blog in which you describe a landmark and its significance. Support your response with evidence from the text/s.

## Standards

### Academic Standards for History (PreK-3)

#### 8.3.1.B

Focus

Identify American landmarks and their significance.

### PA Core - English Language Arts (PreK-5)

#### CC.1.4.1.A

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information.

#### CC.1.2.1.B

Focus

Ask and answer questions about key details in a text.

#### CC.1.2.1.E

Use various text features and search tools to locate key facts or information in a text.

#### CC.1.2.1.F

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

#### CC.1.2.1.G

Use the illustrations and details in a text to describe its key ideas.

#### CC.1.2.1.I

Identify basic similarities in and differences between two texts on the same topic.

#### CC.1.2.1.J

phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

#### CC.1.4.1.B

Identify and write about one specific topic.

#### CC.1.4.1.C

Develop the topic with two or more facts.

#### CC.1.4.1.E

Choose words and phrases for effect.

### CC.1.4.1.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

### CC.1.4.1.T

With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### CC.1.4.1.U

With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

### CC.1.5.1.A

Participate in collaborative conversations with peers and adults in small and larger groups.

### CC.1.5.1.B

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

### RI.1.1

Ask and answer questions about key details in a text.

### RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### RI.1.5

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

### RI.1.7

Use the illustrations and details in a text to describe its key ideas.

### RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and

provide some sense of closure.

### W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

### SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### L.1.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## ***Texts***

 **Washington Monument**

 **Liberty Bell.pdf**

 **Statue of Liberty**

 **Rocky Mountains.pdf**

 **20 Incredible Experiences in USA for Kids Blog**

## Student Work Rubric - Informational or Explanatory Task - Grade 2

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Topic / Main Idea</b>	Response is off-topic or topic/main idea is unclear.	Introduces the topic and a <b>general</b> main idea, with an <b>inconsistent focus</b> on the main idea.	Introduces the topic and a clear main idea, <b>maintaining a focus</b> on the main idea.	Introduces the topic and a <b>specific</b> main idea, maintaining a <b>consistent</b> focus on the main idea.
<b>Use of Sources</b>	Includes no details from sources related to the topic or prompt.	Includes <b>few</b> details from sources related to the topic or prompt.	Includes details from sources related to the topic <b>and</b> prompt.	Includes <b>well-chosen</b> details from sources related to the topic and prompt.
<b>Development</b>	Includes facts, definitions and/or details loosely related to the topic.	Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with <b>minor inaccurate or incomplete elements</b> .	Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) that help develop the topic.	<b>Explains</b> relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the <b>main idea</b> .
<b>Organization</b>	Sentences are out of logical order or lack an evident structure.	<b>Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.</b>	Sequences sentences <b>and groups related information</b> to introduce the topic, develop points, and provide a concluding statement or section.  <b>Uses linking words/ phrases (e.g., also, another, and, more, but) to connect ideas.</b>	Sequences sentences and groups related information in <b>paragraphs or sections</b> that introduce the topic, develop points, and provide a concluding statement or section.  <b>Consistently</b> uses linking words/phrases (e.g., also, another, and, more, but) to connect ideas.
<b>Conventions (general)</b>	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.	Errors in standard English conventions appropriate to the grade level <b>sometimes</b> interfere with the clarity of the writing.	<b>Consistently applies</b> standard English conventions appropriate to the grade level. Minor errors, while noticeable, <b>do not interfere</b> with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, <b>with few errors</b> . <b>Attempts to use untaught conventions, appropriate to grade level.</b>
<b>Conventions (Grade 2 examples)</b>	Spells many words incorrectly and phonetically Uses capital letters inconsistently Uses commas, apostrophes, and end punctuation rarely	Spells some frequent-use words (e.g., plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently Uses commas, apostrophes, and end punctuation inconsistently	Spells most regular frequent-use words correctly (e.g., plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, and end punctuation consistently	Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns Uses commas, apostrophes, and end punctuation consistently
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Historians, there are many important places in our country that people visit which are symbols of our history.

These are called landmarks. We are going to be reading and learning about a few significant landmarks. Your job is to listen and/or read closely to learn facts about a landmark and why it is important to the history of the United States.

## ***Extension***

Students will read and respond to classmates' blogs to learn about other landmarks. This process should be modeled by the teacher.

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**CLOSE READING:** Ability to read closely and identify important information.

### ***Transition to Writing***

**IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.



**REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.






**EDITING:** Ability to proofread and format a piece to make it more effective.



**FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?









PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES




Preparing for the Task				
30 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>LANDMARK GALLERY WALK</b> During a gallery walk, record what you notice and what questions you have about each picture.	<b>Meets:</b> <ul style="list-style-type: none"> <li>Students will meet expectations if they share what they noticed during their gallery walk while in whole group discussion, as well as during turn and talk with partner.</li> </ul>	<ol style="list-style-type: none"> <li>Post pictures of US landmarks around the room on T-charts with an eye and a question mark (Statue of Liberty, Liberty Bell, Washington Monument, White House, Rocky Mountains).</li> <li>In small groups, students will move to each picture and talk about the landmark. One student will record what they notice and what questions they have about the landmark on the T-chart.</li> <li>Teacher will lead whole group conversation in the classroom gathering area. Ask students to turn and talk with a partner from a different picture walk group about something they noticed or had a question about. Ask a few students to share with the whole group.</li> <li>Teacher will introduce names of each landmark and ask students to match the landmark name to the corresponding picture. For example, "One of the landmarks is the Liberty Bell. Which picture number do you think is the Liberty Bell?" Label each picture with the appropriate landmark name. Ask students to be thinking about the landmark they would like to learn more about.</li> </ol>
Standards:  <b>SL.1.1</b> : Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups <b>CC.1.5.1.A</b> : Participate in collaborative conversations with peers and adults in small and larger groups. <b>8.3.1.B</b> : Identify American landmarks and their significance.				
Additional Attachments:   <b>Landmark Labels.pdf</b>  <b>Poster Sample</b>				
15 mins	<b>TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	<b>CLASS ANCHOR CHART FROM READ ALOUDS</b> Listen carefully as I read to you about different landmarks in the United States.	<b>Meets:</b> <ul style="list-style-type: none"> <li>Students will meet expectations if they listen attentively and contribute to group discussion.</li> </ul>	<ol style="list-style-type: none"> <li>Each day, to begin the module lesson, the teacher will read aloud about a different landmark from "O, Say Can You See? American Symbols, Landmarks, and Inspiring Words" or other books.</li> <li>Students will listen for facts about the landmark as the teacher reads.</li> <li>Students and teacher will together create a three column anchor chart and add to it each day: landmark, facts, significance.</li> </ol>
Standards:  <b>CC.1.5.1.B</b> : Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				



		<p><b>SL.1.2</b> : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		
		<p>Additional Attachments:</p> <p> <b>Landmark Class Anchor Chart Sample.docx</b></p> <p> <b>O, Say Can You See? American Symbols, Landmarks, and Inspiring Words</b></p>		
30 mins	<p><b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>TRAVEL BLOG POST ATTRIBUTES ANCHOR CHART</b> Today we will look at travel blog posts and determine what makes a well written blog.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they participate in the discussion and show an understanding of what makes a well written travel blog. <ul style="list-style-type: none"> <li>There is an interesting lead.</li> <li>There are details that describe the landmark.</li> <li>A photograph of the landmark.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>The teacher will show the students some samples of travel blogs. The teacher will read a few of the blog posts to the class from <i>20 Incredible Experiences to Have in the USA for Kids</i>. Ask the students, "What did you learn from this blog post?" Discuss how a blog post is like a short informational piece of writing that gives a few key ideas about a place you could visit.</li> <li>The teacher will now do a close reading activity using #2 Spend a Day at Disneyworld and #3 Go on the Ben and Jerry's Factory Tour in Vermont from <i>20 Incredible Experiences to Have in the USA for Kids</i>. Students will be working with a partner. Each partner group will need a copy of both blog posts. The teacher will read the posts aloud to the students as the students follow along. After the first read the students will turn and share with their partner something they learned from the blog posts read. The teacher will ask the students to "reread" the blog posts with their partners to determine what is the same in both posts (students will "read" pictures and any words they can). Student partners will then discuss what they noticed was the same about each blog post.</li> <li>Based on their discussion, the teacher and students will generate an anchor chart of common attributes that are included in a travel blog post. Some common attributes may include; photographs, interesting leads, details about the destination.</li> </ol>
		<p>Standards:</p> <p><b>RI.1.9</b> : Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>CC.1.2.1.I</b> : Identify basic similarities in and differences between two texts on the same topic.</p>		
		<p>Additional Attachments:</p> <p> <b>Ben and Jerry's Factory Tour Blog Post</b></p> <p> <b>Disneyworld Blog Post</b></p> <p> <b>20 Incredible Experiences to Have in the USA for Kids</b></p>		
20 mins	<p><b>TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>NOTES ABOUT QUALITY WRITING</b> We will discuss what makes a good writing piece. What do you think it should look like? How do you know?</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they participate in the discussion and</li> </ul>	<ol style="list-style-type: none"> <li>The teacher will place a copy of the task prompt and rubric on the Smart Board.</li> <li>One sentence at a time, the teacher will read the task prompt to the students, think aloud, and note what each sentence is asking the students to do. Allow the students to voice any comments, questions, or concerns in a class discussion.</li> </ol>

			show an understanding about what they will have to do to complete the task successfully.	<p>3. The teacher will highlight and read each descriptor of "Meets Expectations" on the LDC rubric to the students, thinking aloud and writing child friendly notes. Allow the students to voice any comments, questions, or concerns in a class discussion.</p> <p>4. Students will turn and talk about what they will have to do to be successful with this task.</p>
<p>Standards:</p> <p><b>CC.1.5.1.B</b> : Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL.1.2</b> : Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>				
<p>Additional Attachments:</p> <p> <b>Landmark Teaching Task.docx</b></p>				
<b>Reading Process</b>				
20 mins	<p><b>ESSENTIAL VOCABULARY</b>: Ability to identify and master terms essential to understanding a text.</p>	<p><b>PICTURE SORT</b></p> <p>We will be exploring new words that will be important when we learn about landmarks.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they are able to sort the given pictures correctly and if they are able to explain their reasoning.</li> </ul>	<p>Introduce vocabulary words using Isabel Beck's Tier 2 instructional routine: landmark, significance (See attachment for a detailed view of this routine.)</p> <ol style="list-style-type: none"> <li>Choose a Tier 2 word from your text.</li> <li>Contextualize the word within the text.</li> <li>Ask students to say the word.</li> <li>Provide a student friendly explanation of the word.</li> <li>Present examples of the word in different contexts.</li> <li>Engage students in activities to interact with the word.</li> <li>Ask students to say the word.</li> </ol>
<p>Standards:</p> <p><b>L.1.6</b> : Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p><b>CC.1.2.1.J</b> : phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p>				
<p>Additional Attachments:</p> <p> <b>Tier 2 Vocabulary Instructional Routine</b></p>				
30 mins	<p><b>CLOSE READING</b>: Ability to read closely and identify important information.</p>	<p><b>CODED/HIGHLIGHTED TEXT</b></p> <p>We will read closely and code the text to learn about our landmark.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they annotate the text appropriately and highlight at least one piece of evidence that shows why their landmark is</li> </ul>	<p>Students will choose the landmark they would like to read and learn about and will be grouped by their choices.</p> <p>Teacher will meet with each group (splitting any large groups) to scaffold a close reading of their chosen text.</p> <ol style="list-style-type: none"> <li>Teacher will read text to students as they follow along listening for an interesting fact about their landmark. (If certain groups or individual students are able, they should independently read the text the first time looking for an interesting fact.)</li> <li>Students will turn and talk and share the fact they</li> </ol>

			significant.	<p>found most interesting.</p> <ol style="list-style-type: none"> <li>Students will read the text again and circle any unknown words or ask questions. (Teacher should model if students are not familiar with this process. Teacher can also read aloud again for students who are not able to read the text independently).</li> <li>Students will turn and talk through the words they circled or questions they had.</li> <li>Teacher will lead discussion as a group about words or questions that could not be worked out with partners.</li> <li>Students will read text again to underline words, phrases, or sentences that describe the landmark and share what they underlined with a partner.</li> <li>Discuss descriptions as a group.</li> <li>Students will work with a partner to highlight a sentence or phrase that explains why their landmark is significant or important.</li> <li>Discuss significance with group.</li> </ol>
<p>Standards:</p> <p><b>CC.1.2.1.F</b> : Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>RI.1.1</b> : Ask and answer questions about key details in a text.</p> <p><b>CC.1.2.1.B</b> : Ask and answer questions about key details in a text.</p> <p><b>8.3.1.B</b> : Identify American landmarks and their significance.</p> <p><b>RI.1.4</b> : Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>				
<b>Transition to Writing</b>				
20 mins	<p><b>IDENTIFYING SIGNIFICANT ELEMENTS</b>: Ability to begin linking reading results to writing task.</p>	<p><b>ANCHOR CHART MEET UP</b></p> <p>Go back to the anchor chart about your landmark. What did you learn about your landmark that you can change or add to your chart?</p>	<p>Students will meet expectations if they accurately change or add anything to their anchor chart about their landmark.</p>	<ol style="list-style-type: none"> <li>With their small group, students will gather at the anchor chart representing their landmark.</li> <li>With their group, they should discuss what they learned, answer questions that were previously written on the chart and/or write what they learned in a new color.</li> </ol>
<p>Standards:</p> <p><b>CC.1.4.1.W</b> : With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CC.1.4.1.V</b> : Participate in individual or shared research and writing projects.</p> <p><b>CC.1.5.1.A</b> : Participate in collaborative conversations with peers and adults in small and larger groups.</p>				
<b>Writing Process</b>				
20 mins	<p><b>PLANNING THE WRITING</b>: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>INTERESTING LEAD</b></p> <p>Today we will write catchy first sentences (or leads) about our landmark so that readers will want to keep reading our blogs.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they write an interesting lead.</li> </ul>	<ol style="list-style-type: none"> <li>Read the first sentence of several different texts to students.</li> <li>Ask them to discuss which were more interesting or which ones make them want to read more.</li> <li>Ask the students to sit with their landmark partners around the room with a stack of informational texts, magazines, picture books, or text books.</li> <li>Ask students to read the first sentence of each text and sort them into two piles, with either interesting or boring leads.</li> </ol>

				<p>5. After sorting, the teacher will ask the students to share examples from their texts.</p> <p>6. With landmark partner, students will write an interesting lead or two about their landmark and chose their favorite one.</p>
	<p>Standards:</p> <p><b>W.1.2</b> : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>CC.1.4.1.E</b> : Choose words and phrases for effect.</p>			
	<p>Additional Attachments:</p> <p> <b>Sample Texts for Modeling</b></p> <p> <b>How Do Scrapes Heal_ReadWorks.pdf</b></p> <p> <b>Don't Waste Water_ReadWorks.pdf</b></p>			
30 mins	<p><b>PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>BLOG FRAME</b></p> <p>Complete an organizer based on your close reading in which you identify your landmark, describe it, and explain its significance.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they complete a blog frame and use facts from texts read earlier.</li> </ul>	<p>Teacher will model completing blog frame in steps using the White House landmark.</p> <p>Teacher will model using a think aloud for each section (whole group) and student will complete (in small groups):</p> <ul style="list-style-type: none"> <li>Title and interesting lead</li> <li>Description</li> <li>Significance</li> <li>Conclusion</li> <li>Choosing a photograph</li> </ul>
	<p>Standards:</p> <p><b>W.1.2</b> : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>CC.1.4.1.C</b> : Develop the topic with two or more facts.</p> <p><b>CC.1.4.1.B</b> : Identify and write about one specific topic.</p> <p><b>CC.1.4.1.A</b> : Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><b>RI.1.1</b> : Ask and answer questions about key details in a text.</p> <p><b>CC.1.2.1.B</b> : Ask and answer questions about key details in a text.</p>			
	<p>Additional Attachments:</p> <p> <b>Sample Modified Blog Frame.pdf</b></p> <p> <b>Sample Blog Frame.pdf</b></p> <p> <b>Modified Blog Frame.docx</b></p> <p> <b>Tour the White House Passage.pdf</b></p> <p> <b>Blog Frame.docx</b></p>			
1 hr	<p><b>BODY PARAGRAPHS:</b></p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>INITIAL DRAFT</b></p> <p>With a partner, write an initial draft of a travel blog about your landmark.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>Students will meet expectations if they have entered an</li> </ul>	<p>1. In small groups (by landmark), teacher will model each step using Kidblog with White House example.</p> <p>2. Partners will use their completed organizers to enter each part of their blog into Kidblog.</p>

			<p>initial draft of the blog that includes most parts.</p> <ul style="list-style-type: none"> <li>o Title</li> <li>o Interesting lead</li> <li>o Description of landmark</li> <li>o Significance of landmark</li> </ul>	
	<p>Standards:</p> <p><b>W.1.2</b> : Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>CC.1.4.1.A</b> : Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Additional Attachments:</p> <p> <b>Kidblog Introduction/Tutorial</b></p> <p> <b>Kidblog</b></p>			
40 mins	<p><b>REVISION</b>: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>REVISION</b></p> <p>You will use the revision checklists to revise your writing and give feedback to a partner.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>● Students will meet expectations if they make at least one revision to their blogs.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher will model revising with a think aloud using the revising checklist.</li> <li>2. Students should use the revising checklists to review their writing.</li> <li>3. If necessary, the students should revise their work.</li> <li>4. Next, the student should find a partner who will read and have a revision conference with them.</li> <li>5. Last, the student should cycle through the classroom teacher for a revision conference.</li> </ol>
	<p>Standards:</p> <p><b>W.1.5</b> : With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>CC.1.4.1.T</b> : With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>Additional Attachments:</p> <p> <b>Revising Checklist.docx</b></p>			
20 mins	<p><b>EDITING</b>: Ability to proofread and format a piece to make it more effective.</p>	<p><b>EDITED DRAFT</b></p> <p>Edit your blog to make sure every sentence starts with a capital letter and ends with a period, question mark, or explanation mark. Make sure it sounds right when you read it aloud.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>● Students will meet expectations if all sentences begin with a capital letter, end with appropriate punctuation and spell words based on grade</li> </ul>	<ol style="list-style-type: none"> <li>1. Using Gateway Arch blog, teacher will model editing for capital letters, punctuation, and complete sentences using editing checklist.</li> <li>2. With partners, students will use an editing checklist to edit their blogs.</li> </ol>

			level expectations.	
	<p>Standards:</p> <p><b>L.1.2</b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.1</b> : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.1.4.1.F</b> : Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>● Capitalize dates and names of people.</li> <li>● Use end punctuation; use commas in dates and words in series.</li> <li>● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li> </ul>			
	<p>Additional Attachments:</p> <p> <b>Sample Editing Checklists.pdf</b></p>			
15 mins	<p><b>FINAL DRAFT:</b> Ability to submit final piece that meets expectations.</p>	<p><b>FINAL PIECE</b></p> <p>Add a photograph and publish your travel blog for your classmates to see.</p>	<p><b>Meets:</b></p> <ul style="list-style-type: none"> <li>● Students will meet expectations if their final product fits the “Meets Expectations” category in the rubric for the teaching task.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher will model how to add photograph to Kidblog.</li> <li>2. Students add photograph and publish travel blog on Kidblog.</li> </ol>
	<p>Standards:</p> <p><b>CC.1.4.1.U</b> : With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p><b>W.1.6</b> : With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>			
	<p>Additional Attachments:</p> <p> <b>Free Photos</b></p>			

## Instructional Resources

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided

## ***All Attachments***

-  **Washington Monument** : <https://s ldc.org/u/di1nbh5xrnauij7cugf4rv7x2>
-  **Liberty Bell.pdf** : <https://s ldc.org/u/1d9vczf8ppdr0xxox5yijn6qj>
-  **Statue of Liberty** : <https://s ldc.org/u/3s2pzivz7qt46cwu0amaxiy52>
-  **Rocky Mountains.pdf** : <https://s ldc.org/u/f1mtbax9ob6ec0pdpr2820g9p>
-  **20 Incredible Experiences in USA for Kids Blog** : <https://s ldc.org/u/24gyokswhu3ewngxiz90yjjan>