2012

Marshalltown, IA Landmarks Past and Present

Jill Brockman

Marshalltown Community Schools

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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>Marshalltown, IA Landmarks Past and Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVERVIEW</strong></td>
<td>This lesson is written for a TAG program. It is an extension to the current 3rd 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.</td>
</tr>
</tbody>
</table>
| **Contact Information** | Teacher: Jill Brockman  
District: Marshalltown Community Schools  
Email: jbrockman@marshalltown.k12.ia.us |
| **Image and Citation** | Marshalltown Courthouse  
http://www.visitmarshalltown.com/gallery.php?g2_view=core.DownloadItem&g2_itemId=512&g2_serialNumber=2 |
| **Summary of Lesson** | 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:  
- 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** | 2 out of 20 total unit allocated days |
| **Grade Level** | 3rd Grade |
| **Concepts** | • 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 |
Standards Insight
by quarter.

Iowa Core are very long. As we unfold the new Iowa DE website. Some of the standards in the IA Core Literacy
found at:

http://www.extension.iastate.edu/4hfiles/VI950/spx?Keyword=ages%20and%20stages
https://store.extension.iastate.edu/ProductList.a

A good source for elem. age groups can be
get considered in selecting learning activities?

When planning for instruction
consideration of what we know about how
students store and retrieve information is

with activities.

The focus is on aligned target and assessment
mean listing standards that are just supported.

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 an
d eager to try something new. A curious bunch this lesson will not
does not target
everything about a standard but will build on
by quarter.

Iowa Core ELA/Literacy Grade Level Standards
Reading
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.

Writing
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
1. Introduce the topic or text they are writing about, state an opinion, and create an
organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect
opinion and reasons.
4. Provide a concluding statement or section.

Iowa Core/MISIC Grade Span Geography Standards
SS.03-05.G.01-Understand the use of geographic tools to locate and analyze information
about people, places, and environments.

SS.03-05.03.01- Create, interpret and use various representations of the earth and

Learning Targets (IA Standards)
Directly Taught in the Length of
this Lesson

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.

Note: A lesson or unit should be aligned to
this Lesson

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collaborative learning, whole class discussion, and writing activity of this lesson
supports the following how the brain remembers strategies:
• Engaging lesson
• Relevant content
• Less is more covered per day
• Focus the learning activities

Focus the learning activities

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guidance as children at this stage need guidance to stay on task to achieve their best
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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.

Note: When planning for instruction
consideration of what we know about how
students store and retrieve information is

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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
1A Core Geography- http://misiciowa.org

NGS Geography- NGS and publishers have used the 5 themes of geography since 1994. 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 geoliteracy:
http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1

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

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.

SS.03-05.G.03- Understand how human factors and distribution of resources affect the development of society and the movement of populations.
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.
SS.03-05.H.06-Understand the effect of geographic factors on historical events.
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.

National Geographic Standard Connections
5 Themes of Geography
• Location
• Place
• Human Interactions

3 I’s of Geography
• Interactions
• Implications

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.

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.

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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).

### Academic (Tier III) Vocabulary

**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-ina-literacy-shift-6-academic-vocabulary](http://engageny.org/resource/common-core-ina-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.

### Tier II Vocabulary

**Note:** Tier 2: Academic Vocabulary are words

<table>
<thead>
<tr>
<th>Words to front-load</th>
<th>Words using context</th>
<th>Instructional methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>• historical landmark</td>
<td></td>
<td>Use 4 fold vocabulary lesson strategy as defined “Realizing Illinois- Common Core Teaching and Reading Strategies p.37 at <a href="http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf">http://www.isbe.net/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf</a>. This is a great resource for strategies and formative assessment aligned to the reading standards.</td>
</tr>
</tbody>
</table>

• community

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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](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Instructional-Guide-for-Academic-Vocabulary-blank.pdf) or go to [http://vocabulary-plc.blogspot.com](http://vocabulary-plc.blogspot.com) for a great set of criteria from Frey and Fisher.

### PROCEDURES for MAXIMUM LEARNING

<table>
<thead>
<tr>
<th>Materials List</th>
<th>Power Point Presentation C:\Users\Owner\Documents\GA\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 <a href="http://blogs.egusd.net/ccss/2012/01/12/ccss-core-teaching-and-reading-strategies/">http://blogs.egusd.net/ccss/2012/01/12/ccss-core-teaching-and-reading-strategies/</a> (This rubric was created at the Elk Grove Unified School District. Elk Grove, California)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure: (3) Day 1</td>
<td>- 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: What is your favorite Marshalltown landmark? Why do you think the past leaders of Marshalltown selected these locations? 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 (eg because,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>q Daily Goal</th>
<th>q Hook Instruction</th>
<th>q Scaffolding for Success</th>
<th>q Assessment Range (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tr>
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</table>

| PM | citizen | rural | urban | suburban | environment | landforms | natural resources | business | 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](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. |
**Procedure: (3)**
- q Daily Goal
- q Hook
- Instruction
- q Scaffolding for Success
- q 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.


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)

*Note 2:* A good source for web 2.0 ideas is at [http://edorigami.wikispaces.com/Traditional+and+Digital+Practice](http://edorigami.wikispaces.com/Traditional+and+Digital+Practice)

*Note 3:* 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](http://ifl.lrdc.pitt.edu/ifl/index.php/resources/ask_the_educator/lauren_resnick)

**Differentiation (3)**

This is a TAG lesson that extends the regular classroom Social Science curriculum. In this lesson, TAG students will go beyond identifying Marshalltown landmarks (Knowledge) to Analysis of reasons behind landmark location and Synthesis of reasons in written form.

### Day 2

- **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:**

### 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:
- **Use (U)**
  - Using standards-based school improving processes,
  - Sharing with peers, and
  - Effect on students.

**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?

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### RESOURCES

<table>
<thead>
<tr>
<th>Rubrics (2)</th>
<th>Rubrics are at end of this lesson.</th>
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<tbody>
<tr>
<td>Copy Ready Handouts</td>
<td>You will find copy ready handouts attached at the end of the lesson.</td>
</tr>
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</table>

### COPYRIGHT

<table>
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<th>Primary</th>
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<th>Citation</th>
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See above in resources list

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## Third Grade Opinion/Argument Writing Rubric

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

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

<table>
<thead>
<tr>
<th>Criteria in Standard</th>
<th>(Above Grade Level)</th>
<th>(At Grade Level)</th>
<th>(Approaching Grade Level)</th>
<th>(Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus/Opinion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W – 1a</td>
<td>• Responds skillfully to all parts of the prompt</td>
<td>• Responds to all parts of the prompt</td>
<td>• Responds to most parts of the prompt</td>
<td>• Responds to some or no parts of the prompt</td>
</tr>
<tr>
<td>W – 1b</td>
<td>• States an opinion that demonstrates an insightful understanding of topic/text</td>
<td>• States an opinion that demonstrates an understanding of topic/text</td>
<td>• States an opinion that demonstrates limited understanding of topic/text</td>
<td>• Demonstrates little to no understanding of topic/text</td>
</tr>
<tr>
<td>W – 4</td>
<td>• Responds to all parts of the prompt</td>
<td>• Responds to all parts of the prompt</td>
<td>• Responds to most parts of the prompt</td>
<td>• Responds to some or no parts of the prompt</td>
</tr>
</tbody>
</table>

**Organization**

| W – 1a               | • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader | • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence | • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) | • Organizes with no evidence of paragraph structure |
| W – 1c               | • Uses linking words and phrases skillfully to connect reasons to opinion | • Uses linking words and phrases to connect reasons to opinion | • Uses some linking words to connect reasons to opinion but simplistically or ineffectively | • Uses no linking words |
| W – 1d               | • Responds skillfully to all parts of the prompt | • Responds to all parts of the prompt | • Responds to most parts of the prompt | • Responds to some or no parts of the prompt |
| W – 4                | • States an opinion that demonstrates an insightful understanding of topic/text | • States an opinion that demonstrates an understanding of topic/text | • States an opinion that demonstrates limited understanding of topic/text | • Demonstrates little to no understanding of topic/text |

**Support/Evidence**

| RIT – 1              | • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons | • Supports opinion with relevant reasons | • Supports opinion with minimal or irrelevant and/or reasons | • Does not support opinion with reasons |
| W – 1b               | • Provides explanation/analysis of how evidence supports opinion | • Provides clear explanation of how reasons support opinion | • Provides some explanation of how reasons support opinion | • Provides no or inaccurate explanation of how reasons support opinion |

**Language**

| L – 1 | • Uses purposeful and varied sentence structures | • Uses correct and varied sentence structures | • Uses some correct but repetitive sentence structures | • Uses little to no correct sentence structure |
| L – 2 | • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning | • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning | • Demonstrates some grade level appropriate conventions, but errors may obscure meaning | • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning |
|        | • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose | • Uses academic and domain-specific vocabulary appropriate for the audience and purpose | • Uses limited academic and/or domain-specific vocabulary for the audience and purpose | • Uses no academic or domain-specific vocabulary |

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

6/18/2013 10:09 PM
## 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.

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

<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>CRITERIA</strong></td>
</tr>
<tr>
<td>Uses student achievement data, local standards, and the district curriculum in planning for instruction.</td>
</tr>
<tr>
<td>Sets and communicates high expectations for social, behavioral, and academic success of all students.</td>
</tr>
<tr>
<td>Uses student’s developmental needs, backgrounds, and interests in planning for instruction.</td>
</tr>
<tr>
<td>-----------------------------------------------</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>