



**Literacy Design
Collaborative**

The Effects of Spanish Exploration of Colorado on Native American Populations

★ TASK ★ LADDER

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In this module, students will investigate the period in Colorado History in which Spanish explorers began to explore the area that became the state of Colorado. Students will examine the relationships between the explorers and the native populations. Students will explain the effects of Spanish exploration on the Native population by writing cause and effect sentences as well as by writing a summative multi-paragraph essay.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

 **Colorado
History**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 4-5.14 - Informational or Explanatory

After reading the articles, "Ute Indians of Colorado" and "European Contact With Native Americans" as well as excerpts from the Journal of Father Escalante, write a multi-paragraph essay in which you explain some of the effects of exploration on the Native American populations living in Colorado at the time.. Support your response with evidence from the text/s.

Standards

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

L.4.1

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

L.4.2

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

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Focus

L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Focus

RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.2

Focus

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

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.4.3

Focus

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Colorado Academic Standards for Social Studies

1.1.c.

Focus

Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado


College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.Geo.4.3-5

Focus

Explain how culture influences the way people modify and adapt to their environments.

Texts

 The Colorado Story
Chapter 3, pages 66-73

 **European Contact With the Native Americans (lexile 1280)**

 **Excerpt from the Journal of Father Escalante, August 29th and 30th (lexile level 1490L)**

 **Ute Indians of Colorado (lexile level 1380)**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level.
Content Understanding (Generic)	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

American Indians lived for thousands of years in the place we now call Colorado. Their lives began to change after Christopher Columbus reached the New World in 1492. Spain began to claim large areas of the Americas, including much of the land that is now the state of Colorado. Spanish exploration of the area had many effects on the Natives whom were already living there. In this unit, you will closely read two articles, *Ute Indians of Colorado* and *European Contact With the Native Americans*, as well as an excerpt from the journal of a Spanish Explorer name Father Escalante. From these sources, you will take notes about the effects of Spanish exploration on the Native Americans. You will demonstrate your understanding of cause and effect relationships in an informational essay in which you describe various effects of Spanish exploration on the Native American population.

Extension

In your final essay, you will embed quotes from the texts to support your arguments. You will use proper punctuation when quoting sources, and you will cite your sources by mentioning which article the quotes came from.

Section 2: What Skills?

Preparing for the Task

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

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > ESSENTIAL VOCABULARY: Define what an effect is

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

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




DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

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










REVISION, EDITING, AND COMPLETION > REVISION AND EDITING: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. Ability to proofread and format a piece to ensure proper capitalization, usage, punctuation, and spelling.

REVISION, EDITING, AND COMPLETION > 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				
20 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	ENGAGEMENT ACTIVITY Show students the painting "Unwelcome Visitor".	As students write their responses, circulate to assess their interpretations of the painting. When students have finished, lead a whole-class discussion about their responses. Some students may disagree on who the Unwelcome Visitor is, others may conclude that both are unwelcome to each other. This discussion will lead students to understand that there are two perspectives at play, as well as begin to understand that people have effects on each other.	Show the students the painting and tell them the title. Have students write to the following prompt questions: <ul style="list-style-type: none"> What do you see? Describe in detail everything you notice in this painting. What do you think? Describe what you think might be happening in this scene. After students have writing time, lead a discussion about the prompt questions. Ask the question, "Who do you think is the unwelcome visitor?" Talk about the effects these people may have had on each other.
Standards: SL.4.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. W.4.9.A : Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").				
Additional Attachments:  student sample #2  student sample #1  Unwelcome Visitor painting				
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	DECONSTRUCT THE PROMPT Read the writing prompt. Underline the verbs in the prompt. Write four "I can" statements about what you will be doing at the end of this module.	The class-created chart will serve as an assessment that students are able to identify the verbs in the prompt and write "I Can" statements about	Model for students how to locate and highlight the verbs in the prompt (read, write, explain, support). Next, model how to write an "I can" statement for the first verb. (I can read a variety of texts about Spanish exploration of Colorado). Next, instruct students to complete three more "I can" statements from the prompt. (I can write a multi-paragraph essay, I can explain the effects of Spanish exploration on Native

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			what they will be doing when writing their essays.	Americans, I can support my response with details from the texts.) Offer assistance as necessary. Have volunteers read their sentences and create a class chart to have on display for reference during the module.
<p>Standards:</p> <p>L.4.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
<p>Additional Attachments:</p> <p> Sample of deconstructed prompt</p>				
Reading Process				
30 mins	<p>PRE-READING > ESSENTIAL VOCABULARY: Define what an effect is</p>	<p>CAUSE AND EFFECT LESSON</p> <p>After viewing the Brainpop Junior video about cause and effect, practice determining cause and effect relationships in sentences.</p>	Independent student work on attached worksheets and Readworks passages can be used to formatively assess if students are understanding cause and effect relationships.	Watch Brainpop Jr. video about cause and effect. As a class, create a cause and effect anchor chart similar to the sample. Using the attached worksheets, guide students to understand what are causes and what are effects in the sentences. This can be done whole group or in small groups. These worksheets can also be used as a formative assessment if done independently. The Readworks passage and the Flashlight story can be used to practice finding cause and effect relationships in informational texts before you start doing that with the unit texts during close reading.
<p>Standards:</p> <p>RI.4.5 : Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>				
<p>Additional Attachments:</p> <p> Cause and Effect anchor chart</p> <p> brainpopjr</p> <p> cause and effect ws</p> <p> cause and effect ws</p> <p> cause and effect ws</p> <p> cause and effect ws</p> <p> Flashlight story cause and effect worksheet</p> <p> cause and effect Readworks passage</p>				
30 mins	<p>PRE-READING > ESSENTIAL VOCABULARY: Define what an effect is</p>	<p>ANCHOR CHART FOR CAUSE AND EFFECT</p> <p>Create a class anchor chart that explains cause and effect relationships.</p>	Not Provided	After viewing the Brainpop, create a class cause and effect anchor chart. Be sure to include signal words/phrases on your chart.
<p>Standards:</p> <p>RI.4.5 : Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>				





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	Additional Attachments:			
				
1 hr	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>CLOSE READING STEPS FOR EACH ARTICLE</p> <p>We will read this text several times. For our first reading, we will determine what the text is saying. We will work together to write gist statements for each paragraph. We will then read the text again to gain a deeper understanding of the information. We will look for unfamiliar words, and try to define them in context. We will use resources such as glossaries and dictionaries if necessary. Our third reading will allow us to find evidence of the effects that the Spanish had on the Native Americans. We will underline this evidence, and write the effects in our journals. When we read for the fourth time, we will discuss how we feel about the text.</p>	<p>Monitor students to make sure they are annotating their own copies of the texts as you follow the close reading steps for each text. Also check journals to ensure that evidence of effects is written down after the third reading.</p>	<p>Follow the Steps in Close Reading guide.</p>
<p>Standards:</p> <p>RI.4.6 : Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.5 : Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.4 : Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.3 : Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.2 : Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.1 : Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>				
	Additional Attachments:			
	   			








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<p>Not provided</p>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.</p> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> • cause • effect • explorers • empire • colony • expedition • missionaries • enslaved • Christianity • religion • migrating • acquisition 	<ul style="list-style-type: none"> • Lists appropriate phrases. • Provides accurate definitions. 	<p>As you close read each text with students, have them identify vocabulary words with which they are unfamiliar. Model how to define unknown words in context. If further definitions are needed, refer to the glossary of <i>The Colorado Story</i>, or model how to use an online dictionary or a regular dictionary to search for definitions. Words that may need definitions for each reading are as follows:</p> <ul style="list-style-type: none"> • From <i>European Contact with the Native Americans</i>: conquistadors, obtained, nomadic, encountered, encomienda (the name of the Spanish system of slavery), allotted, hacienda (the spanish settlements where the encomienda system was in effect) • From <i>Ute Indians of Colorado</i>: indigenous, aboriginal, confined, acquisition, economy, abundance, possession, raiding, developing, migrating, trespassers, mounted, implements, Euro-Americans, finely-tanned, interspersed • From <i>The Journal of Father Escalante</i>: flattery, cloak, accompany, detain, consented, leagues <p>• Vocabulary words and definitions can be written in a glossary section of the social studies journal.</p>
<p>Standards:</p> <p>L.4.4 : Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Additional Attachments:</p> <p>🔗 Merriam-Webster online dictionary for kids</p>				
<p>1 hr</p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>ANNOTATION OF TEXTS As we Closely read the text <i>European Contact With Native Americans</i>, please use appropriate annotation strategies to mark your text. Number your paragraphs. Underline evidence of effects on Native Americans. You will write the effects in your journal after we read. Circle words or phrases that are confusing or unknown to you. After reading, we will work together to define the unknown words. Write a gist statement for each paragraph. This will help you to understand what each paragraph is really about.</p> <p>Repeat this prompt with</p>	<p>Observe students as they annotate their own copies of the texts to make sure they are following the protocols.</p>	<p>During the first close reading, model how to underline evidence of effects of Spanish Exploration on Native Americans. Also model How to circle unknown words or phrases.</p>



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		each text read.		
Standards:				
W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
Additional Attachments:				
 Annotated Text Sample				
1 hr	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	NOTES For each text we read, write in your Social Studies journal any effects that Spanish exploration had on Native Americans.	<ul style="list-style-type: none">Identifies relevant elements.Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).	After close reading <i>European Contact With the Native Americans</i> several times, ask students to write down effects of Spanish Exploration on the Native population in their journals. Next, lead a class discussion about the effects that they identified. Create a class anchor chart for each text which lists the effects. This should be displayed throughout the unit. Repeat this with <i>Ute Indians of Colorado</i> and with the excerpts from Father Escalante's journal. These charts will be used during the bridging activity, when students will categorize the effects into three main categories.
Additional Attachments:				
 First notes about effects				
25 mins	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	CAUSE AND EFFECT SENTENCES ABOUT SPANISH EXPLORATION AND NATIVE AMERICANS. After reading each article, write a sentence that shows a cause and effect relationship. Be sure to use a signal word or phrase from our anchor chart.	Read sentences in student journals to ensure they are writing reasonable sentences that explain a cause and effect relationship.	After close reading of each article, have students utilize the class cause and effect anchor chart to write cause and effect sentence(s) about Spanish exploration on Native Americans. They may write them in their journals. Have students share their sentences. These can be added to a class chart, or individual sentences can be word processed in a large font and posted in the classroom (see student work samples)
Standards:				
W.4.2.D : Use precise language and domain-specific vocabulary to inform about or explain the topic.				
W.4.2.C : Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).				
Additional Attachments:				
 Cause and Effect anchor chart				
 Student generated cause and effect sentences				
Transition to Writing				
1 hr	BRIDGING CONVERSATION > IDENTIFYING	ANCHOR CHART Students come together to create an anchor chart for	Observe students as they suggest which category to	Have students gather in front of the effect anchor charts that the class created for each of the articles. Tell students you think that they could organize all of








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	SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	each big idea (i.e. Native Americans were mistreated, acquired goods and ideas, and worked cooperatively with the Spanish). These can be posted as students work on their essays.	place each effect.	these effects into three main categories: 1) The Natives were mistreated by the Spanish 2) The Natives obtained new goods and ideas from the Spanish 3.) Sometimes the explorers and the Natives worked together. Create three new anchor charts by writing each effect on the categorized charts. Students will now have an anchor for organizing their final essays.
Standards:				
RI.4.9 : Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				
RI.4.5 : Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
Additional Attachments:				
 Big idea # 2				
 Big idea # 1				
 Big idea # 3				
Writing Process				
45 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Create a plan based on your notes and reading in which you state your controlling idea, and state your big ideas with details for each big idea.	<ul style="list-style-type: none">Creates an outline or organizer.Supports controlling idea.Uses evidence from texts read earlier.	<ul style="list-style-type: none">Provide and teach one or more examples of outlines or organizers.Invite students to generate questions in pairs about how the format works, and then take and answer questions. <p>We have taught our students how to use a T-chart to plan for their writing. They write the topic for each paragraph on the left side of the chart, and jot down the details they will use to support that topic on the right side of the chart. Because we had created the anchor charts with the evidence categorized, students were able to easily plan three body paragraphs for their essays. You may also use a planner such as the example from the Common Core Writing Book.</p>
Standards:				
W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
Additional Attachments:				
 Sample of a planner from Common Core Writing Book				
 tchart planner #3				
 tchart sample #2				
 Student created t-chart planner				
1 hr and 30 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling	OPENING PARAGRAPH Write an introductory paragraph that includes a hook, your thesis	<ul style="list-style-type: none">Writes a concise summary statement or	<ul style="list-style-type: none">Offer several examples of opening paragraphs.Ask class to discuss what makes them strong or weak.Show the rubric which explains the different parts of

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	idea and consolidate information relevant to task.	statement which relates directly to the prompt, and sequences the key points you plan to make in your composition.	<p>draft opening.</p> <ul style="list-style-type: none"> Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of the controlling idea. 	<p>the opening paragraph. Ask class to determine if the samples would score well on the rubric.</p> <ul style="list-style-type: none"> Create an anchor chart which demonstrates different ways they might start their essays. Students write Introductory paragraph, then revise and edit that with teacher before writing body paragraphs.
	<p>Standards:</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Additional Attachments:</p> <p> Multi paragraph score card</p> <p> Introductory paragraph anchor chart</p>			
4 hrs	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT</p> <p>Write an initial draft of your three body paragraphs. Each paragraph is about one of your big ideas. Each paragraph should include a topic sentence with at least three supporting details.</p> <p>Write a draft of your concluding section which includes a restatement of your thesis, a review of your three big ideas, and an ending hook which leaves your reader thinking.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. 	<p>Before students begin their body paragraphs, review how to write strong paragraphs. Remind them that each paragraph needs a topic sentence followed by at least three examples that support the topic. Also remind them that body paragraphs in a multi-paragraph essay don't necessarily require a conclusion, as they will create a concluding paragraph which wraps up all of the big ideas in the essay.</p> <p>If necessary, model a paragraph written about one of the big ideas. Have students identify the topic sentence and the supporting details and examples. Highlight each topic sentence in green, and the supporting details in yellow.</p>
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.4 : Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.2 : Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>			
40 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION AND EDITING:</p> <p>Ability to refine text, including line of thought, language</p>	<p>MULTIPLE DRAFTS</p> <p>Once you have finished your draft, you will meet with me so we can read through your work and decide what edits and</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections 	<ul style="list-style-type: none"> Model useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. <p>AS students work on their body paragraphs, meet with individual students to help them revise and edit their</p>

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	usage, and tone as appropriate to audience and purpose. Ability to proofread and format a piece to ensure proper capitalization, usage, punctuation, and spelling.	<p>revisions you might consider making before you begin your final drafts.</p> <p>-OR-</p> <p>Read your draft with a revising and editing partner. Make sure your sentences are complete and that they make sense. Check your spelling and punctuation as well. Once you have completed your peer revising and editing, sign up to meet with your teacher for final editing and revision.</p>	<p>with evidence and citations.</p> <ul style="list-style-type: none"> Improves earlier edition. 	work. Students may also engage in peer editing, in which they work with a fellow classmate to revise and edit both of their work. See the link in teacher resources that provides a peer-editing tutorial.
	<p>Standards:</p> <p>W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
	<p>Additional Attachments:</p> <p> Sample of rough draft with revisions and edits</p> <p> Peer editing website with PPT tutorial on how to peer edit</p>			
Not provided	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE</p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the “Meets Expectations” category in the rubric for the teaching task. 	None
	<p>Additional Attachments:</p> <p> Final essay sample #4</p> <p> sample scoring rubric for informational essay</p> <p> Final Essay #3</p> <p> Final essay #2</p> <p> final essay #1</p>			

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Meets Expectations

 **Essay #1**

 **Sample #2**

 **Sample #4**

Advanced

 **sample #3**

Approaches Expectations

 **Sample #5**

Teacher Reflection

As we reflect on this module, we have noticed a change in our teaching. The process of creating this unit has been so valuable, as we were able to incorporate Common Core literacy standards and apply them while teaching our social studies content standards. We also found we were able to scaffold the writing process through this module. This made the final product so meaningful for our students. Because of the high level of scaffolding, all of our students were able to perform at least to the "approaching expectations" level.

All Attachments

 **European Contact With the Native Americans (lexile 1280) :**

<https://s.ldc.org/u/af3q9bdqamnv640qfppib758y>

 **Excerpt from the Journal of Father Escalante, August 29th and 30th (lexile level 1490L) :**

<https://s.ldc.org/u/6pnv85ynnz2lc40peuqa8dtvt>

 **Ute Indians of Colorado (lexile level 1380) : <https://s.ldc.org/u/760j2pr2eyxh1a0bfj2m1vb1s>**

 **Essay #1 : <https://s.ldc.org/u/c9l04004ettPMC0vzvy65bbw4>**

 **Sample #2 : <https://s.ldc.org/u/kf7oahs7vqtb4w26y9o5y0o>**

 **sample #3 : <https://s.ldc.org/u/5ifd4zajmrd75wkx1069le19v>**

 **Sample #4 : <https://s.ldc.org/u/d3756fci596gmb2tvn9p3atar>**

 **Sample #5 : <https://s.ldc.org/u/5fs3596nj9vti7yvc2k29buru>**