

**Literacy Design
Collaborative**

Viva La Florida

★ TASK

by Angela M. Schoon

In this module students will learn about Spanish and French explorers who came to Florida from 1513 - 1565. This module will be taught after the introduction of Florida's early Native Americans. Over the course of two weeks, students will learn about European explorers and their influence on Florida's history. Students will be exposed to six explorers who came to Florida and their motivations (God, Gold, and Glory) for their expeditions.

This module will begin their journey of learning about Florida's early history and the effects of Spanish, French, and British rule.

Teachers may choose to have students create an "Explorers Journal" to gather all notes and documents throughout the module. If this is the case, students would glue all documents into their journal during each mini-task and take notes within the journal.

During the Reading Process, the teacher will first model the process from Annotation to Note Taking to Enhancing Comprehension with the Ponce de Leon article. Students will then complete the same process for each of the other articles in the following order: Panfilo de Narvaez, Hernando de Soto, Jean Ribault, Pedro Menendez.

Depending on students' experience with opinion writing, the teacher may need to do more or less of the modeling and lesson scaffolding.

GRADES

4

DISCIPLINE

 **Social
Studies**

COURSE

Any

PACING

 **10hr**

Section 1: What Task?

Teaching Task

Task Template A3 - Argumentation

After reading informational text on the motivations behind the expeditions of Europeans who explored Florida, write an essay in which you explain which European explorer had the greatest influence on the colonization of Florida between 1513 and 1565. Support your opinion with evidence from the text/s.

Standards

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

W.4.1

Focus

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.

Social Studies Next Generation Sunshine State Standards

SS.4.A.3.1

Focus

Identify explorers who came to Florida and the motivations for their expeditions.

Texts

-  Jean Ribault.pdf
-  Narvaez.pdf
-  Hernando de Soto.pdf
-  Menendez.pdf
-  Ponce de Leon.pdf

Student Work Rubric - Opinion Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Opinion	Introduces the topic and an unclear opinion.	Introduces the topic and a clear opinion on the topic with an inconsistent focus on the opinion.	Introduces the topic and a clear opinion on the topic with a consistent focus on the opinion.	Introduces the topic and a clear and specific opinion with a consistent focus on the opinion.
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 reasons with minimal facts and details.	Includes reasons and some related facts and details.	Includes reasons with relevant facts and details that support the opinion .	Explains reasons, facts and details that support the opinion.
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 linking words/phrases (e.g., for instance, in order to, in addition) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a conclusion . Uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.	Sequences sentences and groups related information logically in paragraphs or sections that introduce the topic, state an opinion, supply logically ordered reasons, and provide a unifying conclusion. Consistently and precisely uses linking words/phrases (e.g., consequently, specifically) to connect opinion and reasons.
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. Uses language and domain-specific vocabulary precisely .	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level . Uses varied language and domain-specific vocabulary precisely .
Additional Task Demands (When applicable)	Does not address additional task demands.	Addresses additional task demands superficially .	Addresses additional task demands adequately to support the opinion.	Addresses additional task demands effectively to strengthen the clarity and development of the opinion .
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

European exploration and settlement of Florida occurred over a very long time, and even though it began during the sixteenth century, there were still areas of Florida that had never witnessed European exploration as late as the nineteenth century. The unexpected discovery and naming of Florida in 1513 by Juan Ponce de León started more than half a century of sporadic Spanish and French exploration and attempted settlement, finally culminating in the establishment of the first permanent Spanish settlement at St. Augustine in 1565. From this base, continued Spanish exploration pushed inland across northern and western Florida during the seventeenth century, although the southern Florida interior was never systematically explored by Europeans until the American Territorial Period (1821-1845).

Extension

Not provided

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.

ESSENTIAL VOCABULARY: Ability to understand essential vocabulary.

Reading Process

ANNOTATION: Ability to identify, mark, and record ideas and thinking while reading historical texts.

NOTE-TAKING: Ability to select important facts and information from historical texts.

ENHANCING COMPREHENSION: Ability to use higher order thinking skills to understand a historical text deeply and use understandings to write to explain what happened and why.

Transition to Writing

EVALUATE SIGNIFICANT ELEMENTS: Ability to evaluate significant elements from reading that will be used in the writing process.

DEBATE: Ability to engage through both speaking and listening to the presentation of competing ideas.

Writing Process

PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.

INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader, explains the subject/topic, and states the purpose of the writing.

BODY PARAGRAPHS: Ability to construct a paragraph that makes a point and supports this point through evidence and reasoning.

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				
15 mins	TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	WHAT IS MOTIVATION? QUICK WRITE What do you think of when you hear the word motivation? On a sticky-note, jot down 3 words that come to mind and then we will share our ideas with the class.	Meets expectations if: <ul style="list-style-type: none"> • student participates in discussion • final paragraph includes definition of what motivation is and information about European explorers' motivations - to find gold, spread the word of God, seek religious freedom, and to set up new colonies. 	Teacher Notes: Since this is the first mini-task of the module, the purpose is to connect students' prior knowledge about motivation to the factors that motivated European explorers. Whole class instruction Ask students to think about the question: "What do you think of when you hear the word motivation?" Next, tell students to jot down 3 words that come to mind and tell them that they will share out with the rest of the class. Share ideas aloud and discuss students' responses. Guide students discussion to generate a definition that resembles, "motivation - noun - the reason or reasons one has for acting or behaving in a particular way." Create a class definition of the word, "motivation" based on students responses and ask students to make a record of this definition. Explain to students that European explorers came to the New World (North America) with different motivations. Ask students, "What do you think were some of the motivations of European explorers?" Tell students to write a quick paragraph about what you think motivated these explorers. Discuss students' responses and help them come to the conclusion that early European explorers' motivations were to find gold, spread the word of God, seek religious freedom, and to set up new colonies. Ask students to write a paragraph about the motivations of European explorers based on the discussion.
Standards: 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.				
50 mins	TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	DECONSTRUCTING THE TASK PROMPT Read the task and underline the key "to-do" words (words that tell you what you will need to do to meet task requirements). Then, with your elbow-partner, break the task down and list all the things you will need to do. When you finish, in your journal, rewrite the task in your own words and be ready to explain what you think to the rest of the class. <i>* This lesson requires that this strategy has been taught explicitly in the past.</i>	Students will record all requirements of the prompt in a list and will have a paraphrased prompt recorded in their notebook for future reference.	Hand out a copy of the task to students or have them copy it in their journal. Read the task aloud to students, then allow them 3-5 minutes to underline all the "to-do" words. You may want to model this with the first "to-do" word if they are not familiar with the process. Next, ask them to compare what they've underlined with their elbow partner and create a list in their journal of all the things the task requires them to do. Then, collaboratively, ask students to paraphrase the prompt and record it in their journal. Finally, ask several students to share their paraphrased prompt and answer any remaining clarifying questions.


30 mins	<p>ESSENTIAL VOCABULARY: Ability to understand essential vocabulary.</p>	<p>WHAT IS COLONIZATION? QUICK WRITE</p> <p>What is colonization? What does it mean to colonize something? In your journal, answer this question and then we will discuss it as a class.</p>	<p>Students will answer the question based on prior knowledge and actively participate in the discussion of ideas.</p> <p>Product meets expectations if:</p> <ul style="list-style-type: none"> final definition includes information from the discussion and adequately demonstrates an understanding of the term "colonize". 	<p>Whole Group Instruction</p> <p>Remind students of the motivations of European explorers: to find gold, spread the word of God, seek religious freedom, and to set up new colonies.</p> <p>Pose the question for students to think about - What is colonization? Remind students of the teaching task and how they will need to understand the word colonize if they are going to determine which European explorer had the greatest influence on the colonization of Florida.</p> <p>Ask students to answer the question in their journal based on their prior knowledge.</p> <p>Discuss students' ideas about the term and ask students to add "jot dots" (bulleted notes) to their journal about other students' ideas.</p> <p>As a class, develop a definition for the word colonize (colonization) and post it on chart paper in the classroom. Students should also record the definition in their journal.</p>
<p>Standards:</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>				
Reading Process				
20 mins	<p>ANNOTATION: Ability to identify, mark, and record ideas and thinking while reading historical texts.</p>	<p>ANNOTATIONS OF INTERESTING, IMPORTANT, AND CONFUSING PARTS OF A TEXT</p> <p>Notice and mark interesting, important, or confusing parts of a text. While you're reading, think about the explorer's life, motivations, and contributions. Then, talk about these parts with your peers to deepen your understanding of the text.</p>	<p>Meets expectations if students were able to:</p> <ul style="list-style-type: none"> Code the text accordingly: L - about the explorer's life, M - about the explorer's motivations, C - contributions. Make notes about sections of text that are interesting, confusing, and important. Justify their selections through small group discussion. 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> Introduce this activity with the Ponce de Leon text first as a teacher model. Next students will apply the annotation strategies independently with the texts in the following order: Panfilo de Narvaez, Hernando de Soto, Jean Ribault, Pedro Menendez. This mini-task will take about 20 minutes for each text for a total of 1 hour and 40 minutes. During the Reading Process, the teacher will first model the process from Annotation to Note Taking to Enhancing Comprehension with the Ponce de Leon article. Students will then complete the same process for each of the other articles in the following order: Panfilo de Narvaez, Hernando de Soto, Jean Ribault, Pedro Menendez. <p>Whole Group Instruction</p> <p>Ask students to code the text and make notes in the margins of text about information they find interesting, confusing, or important. Explain to students that they should be "having a conversation" with the text in order to deeply comprehend what they are reading.</p> <p>Remind students of the overall motivations that drove European explorers' expeditions - to find gold, spread the word of God, seek religious freedom, and to set up new colonies. Tell students to think about each explorer's personal motivations as they read. How did this explorer's motivations compare to the overall motivations of European explorers in general? How did their motivations drive their expedition?</p> <p>Teacher Model - (with Ponce de Leon Text)</p> <ul style="list-style-type: none"> Introduce codes to students: L - about the explorer's life, M - about the explorer's motivations, C - contributions. Read a portion of the text aloud. Discuss the images or the message the author is giving you, the reader.

				<ul style="list-style-type: none"> • Code the text accordingly. • Record annotations in the margins about things you find interesting, confusing, or important while you're reading aloud. Explain why you chose each annotation (think aloud). • Repeat this process a few more times, asking students to follow along by mocking your codes and annotations. • Provide a longer section of text for students to read, code, and annotate <i>on their own</i>, perhaps starting with one or two paragraphs and working into longer segments. • Reflect and discuss - How did this explorer's motivations compare to the overall motivations of European explorers in general? How did their motivations drive their expedition? <p>Small Group Work (for each text)</p> <p>Students will sit together in groups of three to four. They will compare the codes and notes they made and explain why they chose to write each one. The justification in conversation is the point of the activity. Encourage students to help each other resolve their misunderstandings and areas of confusion. You may want to have a few students model this process with you in a fishbowl while the rest of the class watches. You might also post sentence starters for students to use in their small group conversations like:</p> <ul style="list-style-type: none"> • <i>I chose to write this point because...</i> • <i>I responded to that part a different way. I responded to it ___ because</i> • <i>I was confused about...</i> • <i>___ seemed important because...</i> • <i>One thing that really got my interest was the part ...</i> • <i>I wrote the same thing that ___ did. I chose it because...</i> <p>Additional Teacher Notes</p> <p>Conversations and genuine dialogue provide learners with both structure and responsibility to construct their understanding of a text. As teachers, our challenge is to create an environment that keeps conversations focused on the text and also connects what students learn from a text to their prior knowledge.</p> <p>Adapted From: Hoyt, L. (1999). Revisit, reflect , retell: Strategies for improving reading comprehension. Portsmouth, NH; Heinemann.</p>
	<p>Standards:</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> <p>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.</p> <p>SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>Additional Attachments:</p> <p> Ponce de Leon.pdf</p> <p> Narvaez.pdf</p> <p> Hernando de Soto.pdf</p> <p> Jean Ribault.pdf</p> <p> Menendez.pdf</p>			
30 mins	NOTE-TAKING: Ability to select important facts	EXPLORER NOTE CATCHER	Meets expectations if students were able to	<p>Teacher Notes:</p> <ul style="list-style-type: none"> • This mini-task will follow the "Annotations of Interesting,





	and information from historical texts.	Reread each text and record important information from the text and your annotations on your Explorer Note Catcher. Be sure to focus on: Who were they? What were their motivations? What happened to them? What were their contributions?	<p>identify the following for each explorer:</p> <ul style="list-style-type: none"> Who were they? What were their motivations? What happened to them? What were their contributions? 	<p>Important, and Confusing Parts of a Text" mini-task for each of the explorer texts. It will first be completed together as a class (teacher modeling) using the Ponce de Leon text, then students will repeat the mini-task independently for each of the remaining articles in the following order: Panfilo de Narvaez, Hernando de Soto, Jean Ribault, Pedro Menendez.</p> <ul style="list-style-type: none"> This mini-task will take about 30 minutes to complete for each text for a total of 2 hours and 30 minutes. <p>Whole Group Instruction</p> <p>Students will be transferring the information about each explorer's life, motivations, and contributions from the text and their annotations onto the note catcher.</p> <p>Teacher Model (with Ponce de Leon text)</p> <ul style="list-style-type: none"> Reread the text aloud to students. Complete the first section of the note catcher (bulleted notes) by modeling your think aloud as your refer back to the text codes and annotations to gather information. Ask students to follow along and record your notes on their note catcher. Repeat this process with the next section asking students to continue to follow along. Ask students to complete the next two sections on their own and share their ideas so other students can add/change their notes as needed. The teacher should also contribute ideas that the students might have missed. <p>Independent Practice</p> <p>Students will work independently to complete their note catcher using bulleted notes for each explorer based on their text, codes, and annotations to guide their thinking.</p>
	<p>Standards:</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> <p>SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>Additional Attachments:</p> <p> Explorer Note Catcher.pdf</p>			
20 mins	<p>ENHANCING COMPREHENSION:</p> <p>Ability to use higher order thinking skills to understand a historical text deeply and use understandings to write to explain what happened and why.</p>	<p>SHORT RESPONSE FOR EACH TEXT</p> <p>After reading/annotating and completing your Explorer Note Catcher for each text, write a paragraph explaining the explorers' motivations and impacts on the colonization of Florida.</p>	<p>Meets expectations if students were able to summarize the following for each explorer:</p> <ul style="list-style-type: none"> Who were they? What were their motivations? What happened to them? What were their contributions? How did their motivations and contributions impact the colonization of Florida? 	<p>Teacher Notes:</p> <ul style="list-style-type: none"> This mini-task will first be completed together as a class (teacher modeling) using the Ponce de Leon article, then students will repeat the mini-task independently for each of the remaining articles in sequence: Panfilo de Narvaez, Hernando de Soto, Jean Ribault, Pedro Menendez. This mini-task should take about 20 minutes for each text for a total of 1 hour and 40 minutes. <p>Whole Group Instruction</p> <p>After reviewing their Explorer Note Catcher, students will summarize the information by writing a paragraph introducing the explorer and explaining their motivations, contributions, and impacts on the colonization of Florida.</p> <p>Teacher Model (with Ponce de Leon text)</p> <ul style="list-style-type: none"> Review the text and notes from the note catcher about Ponce de Leon.

				<ul style="list-style-type: none"> • Summarize the information from the note catcher aloud. • Synthesize the information about the explorers' motivations and contributions to conclude whether or not this explorer impacted the colonization of Florida. If so, how? During this time, students should be contributing to the teacher's "think aloud" as the class comes to a conclusion together. • Write a paragraph explaining Ponce de Leon's motivations and impacts on the colonization of Florida. Be sure to include: <ul style="list-style-type: none"> ◦ Who were they? ◦ What were their motivations? ◦ What happened to them? ◦ What were their contributions? ◦ How did their motivations and contributions impact the colonization of Florida? <p>Students should follow along and record the paragraph in their journal as a sample.</p> <p>Independent Practice</p> <p>Students will work independently to review the information from the text and their note catcher, summarize the information from their note catcher in their head, synthesize the information about the explorers' motivation and contributions to conclude whether or not (and how) the explorer had an impact on the colonization of Florida, and write a paragraph explaining the explorer's motivations and impacts on the colonization of Florida. Being sure to include:</p> <ul style="list-style-type: none"> • Who were they? • What were their motivations? • What happened to them? • What were their contributions? • How did their motivations and contributions impact the colonization of Florida?
Standards: 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. 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. SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.				
Transition to Writing				
30 mins	EVALUATE SIGNIFICANT ELEMENTS: Ability to evaluate significant elements from reading that will be used in the writing process.	TOP 3 LIST Now that you have learned about five European explorers from 1513 - 1565, think about their motivations and contributions while you evaluate their impact on the colonization of Florida. Who do you think are the top 3 contributors?	Meets expectations if students list includes: <ul style="list-style-type: none"> • 3 explorers ranked from 1 to 3 • an explanation of why each explorer deserves their position 	Ask students to think about things that we rank - favorite foods, best pet to own, most delicious candy. Refer students back to their notes about colonization and discuss how the colonization of Florida has affected our lives today. Tell students refer to all of their information from the module thus far and determine who were three individuals who had the most influence on the colonization of Florida. Ask students to make a "Top 3" ranking the explorer's based on their contributions to the colonization of Florida. Tell them to include support for why they chose to put each individual in each position. Explain to students that next we will hold a class debate about who had the greatest impact on the colonization of Florida and that after the debate they will have the opportunity to revamp their "Top 3" list if they have gained insight from the discussion.

	Standards: SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.			
45 mins	DEBATE: Ability to engage through both speaking and listening to the presentation of competing ideas.	DEBATE AND REFLECTION Today we will hold a class debate about who had the greatest influence on the colonization of Florida. After the debate you will have the opportunity to revamp you "Top 3" list based the discussion.	Meets expectations if student participates in discussion by: <ul style="list-style-type: none">arguing who they think had the greatest impact on the colonization of Floridadefending why they believe this explorer had the greatest impact on the colonization of Florida	Teacher Notes: Depending on your students' experience with class debates, you may want to provide more or less guidelines during this process. Whole Group Instruction Ask students to turn to their "Top 3" list and focus on the explorer they believe has had the greatest influence on the colonization of Florida. Give students time to review their notes and prepare to defend their opinion.
	Standards: SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions. 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.			
Writing Process				
1 hr	PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE/PLAN FOR WRITING You will organize your opinion, reasons, and evidence into a graphic organizer. This will be a roadmap that you can refer to as you organize your writing. Your plan should include an introduction, three body paragraphs, and a conclusion. Remember to state your baby thesis' in your body paragraphs.	Student will produce an outline that can be referred to during writing. This will be turned in with the final product to be scored.	Model how to plan an opinion essay using a graphic organizer. Students should not be writing their essay on their planning page. The planning page should be used to organize their final essay which should include transitions, thesis, reasons, and evidence that the student will use. This plan should include a breakdown of what will be included in the introduction, body paragraphs, and conclusion. An example for this would be the OREO planner, but you may use whatever planner works best for your students.
	Standards: W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
30 mins	INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader, explains the subject/topic, and states the purpose of the writing.	CREATE A HOOK In order to grab your reader's attention, you must start your essay with a strong hook that explains the motivations of European explorers.	Meets expectations if the hook: <ul style="list-style-type: none">grabs the reader's attention	Teacher Notes: <ul style="list-style-type: none">Depending on your students' current writing abilities, you may need to do more or less instructing here. Whole Group Instruction Introduce what it means to write a catchy opening line. <ul style="list-style-type: none">Explain the purpose of writing "catchy hooks". Even non-fiction writers use a little creative writing in order to convince their audience right from the start that the article is interesting and worth reading.Show examples of opening lines. Explain that there are several approaches to writing opening lines. Introduce the "Catchy Hooks" handout (you can introduce the handout in sections if you choose). As a class, read through the types of openers and their examples.Ask students to think-pair-share to rank order the handout examples from interesting to least and explain their thinking.Bring class together to share their thoughts. Brainstorm more examples to add to the list and write on the

				<p>board.</p> <p>Independent Practice</p> <p>Practice writing your own catchy opening lines.</p> <ul style="list-style-type: none"> • Give students a chance to independently create 2-3 versions of the openers related to their own writing topic. • Give students the opportunity to voluntarily share openers with a peer. Recruit a few volunteers to share their opening line with the whole class. Write student examples on the board. • Ask students to conclude by making any changes or additions to their openers based on the class discussion.
<p>Standards:</p> <p>W.4.1.A : Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.</p> <p>Additional Attachments:</p> <p> Catchy Hooks.pdf</p>				
30 mins	<p>INTRODUCTORY PARAGRAPH: Ability to construct a paragraph that engages a reader, explains the subject/topic, and states the purpose of the writing.</p>	<p>GENERATE A THESIS</p> <p>Write a thesis statement in which you introduce your opinion about which European explorer had the greatest influence on the colonization of Florida.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> • introduces opinion about which European explorer had the greatest influence on the colonization of Florida. 	<p>Whole Group Instruction</p> <p>Introduce the four step thesis generator:</p> <ul style="list-style-type: none"> • Identify the subject of your essay. • Write the subject of your essay as a question. • Answer your question with a statement. • Refine your answer into a thesis statement. • Model the process by thinking aloud and crafting a thesis statement. • Give students the opportunity to use the process to craft a thesis statement. • Circulate around the room to provide students feedback and provide suggestions for revision if necessary. • Students share thesis statements with one another and give feedback.
<p>Standards:</p> <p>W.4.1.A : Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>				
2 hrs	<p>BODY PARAGRAPHS:</p> <p>Ability to construct a paragraph that makes a point and supports this point through evidence and reasoning.</p>	<p>BODY PARAGRAPHS</p> <p>Write your first body paragraph (paragraph 2). Be sure to include transitions, a baby thesis, evidence to support your reason, a source, and elaboration/explanation.</p> <p>Use your colored pencils to code your paragraph. Reflect on your paragraph strengths and weaknesses in order to improve your next paragraph.</p> <p>Follow the same format for paragraphs 3 and 4.</p>	<p>Students will produce 3 paragraphs that each include:</p> <ul style="list-style-type: none"> • transitions • a baby thesis • evidence • source • elaboration/explanation <p>Students will use color coding strategies to reflect on their writing as they progress.</p>	<p>Model how to write a body paragraph that includes transitions, a baby thesis, evidence, source, and elaboration/explanation.</p> <p>Guide students in following their planner while they write paragraph 2.</p> <p>Display your sample paragraph and walk through the color coding process. Ask students to notice the transitions in your paragraph and underline them in a specific color. Students should then mimic the process with their own paragraph. Students should make a note on a Post-it this is an area of weakness. Follow the same process for the baby thesis, evidence, source, and elaboration/explanation.</p> <p>Repeat the color coding process for paragraphs 3 and 4 with less guidance from the teacher. Hopefully, as students reflect, they will adjust their writing as they</p>

				progress.
	Standards: W.4.1.B : Provide reasons that are supported by facts and details. W.4.1.C : Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 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. SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.			
1 hr	REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	USING ARMS TO REVISE Today you will use the ARMS strategy to revise your writing. When we revise something we find ways to make it better.	Students will revise their essay using the ARMS strategy.	Teacher Notes: Revising is the process of making sure that the writing says what the writer wants it to say. Most writers look for the biggest problems first and then tackle the smaller ones. For example, a writer may begin with the completeness of the content, accuracy and depth of supporting details and evidence, and the way the writing is organized, then look at style, grammar, spelling and usage. Sometimes it is helpful to consider reviewing the writing by looking at paragraphs, then sentences, and finally words and phrases. Depending on students' previous experience with revising, you may need to add more or less support. Partner Work Have students select a section of their current writing task that they want to revise, and read it aloud to another student. The partner summarizes/paraphrases the content. The "student author" notes changes, misunderstandings, and omissions, and then clarifies the partner's paraphrase. The partner asks questions about the content and the elements of style to clarify the writing's content and organization. The student author uses the feedback to revise his or her writing. You may want to model this in a <i>fishbowl</i> activity while the rest of the class watches. Encourage students to read their writing aloud either to a partner or to the whole class, and then the audience can point out "wishes and stars", and provide advice about ideas that are confusing, note where information or evidence is missing, and point out repetitious information or words. Have students use the ARMS Strategy: Add words and sentences (be descriptive, capture all ideas). Remove words and sentences (be concise). Move words and sentences (sentence fluency, organization). Substitute words and sentences (word choice, voice).
	Standards: W.4.5 : With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
50 mins	EDITING: Ability to proofread and format a piece to make it more effective.	USING CUPS TO EDIT You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.	Assess self editing and/or peer editing as complete or not complete. Complete: <ul style="list-style-type: none"> Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> comments/suggestions 	Whole Group Instruction <ul style="list-style-type: none"> Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. Display the CUPS strategy (anchor chart or other visual) <ul style="list-style-type: none"> Check the following in your writing and when peer editing: <ul style="list-style-type: none"> -C apitalization, Usage, Punctuation, Spelling

			<ul style="list-style-type: none"> ◦ proofreading marks • Completed Checklist <p>Not Complete:</p> <ul style="list-style-type: none"> • No evidence of student feedback from self and/or peer(s) • No Checklist 	<ul style="list-style-type: none"> • Review the CUPS strategy with students if they have used it before. For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with an example text. • Assign students to partners to apply the CUPS strategy with a piece of their writing. Circulate and give feedback to students where needed. • Invite students to conference with their partner, outlining and explaining the edits they made. <p><i>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</i></p>
<p>Standards:</p> <p>CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
<p>Additional Attachments:</p> <p> Peer Checklist (Revision and Edit)</p> <p> NCTE Edit Checklist</p> <p> CUPS Editing Strategy</p> <p> CUPS Editing Strategy.pdf</p>				
<i>Not provided</i>	FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL DRAFT Apply all of your revisions and edits as you write your final draft.	Final drafts will be scored according to the rubric.	Instruct students refer back to their Post-it notes while writing their final drafts to make improvements and corrections.
<p>Standards:</p> <p>W.4.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons and information</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>SS.4.A.3.1 : Identify explorers who came to Florida and the motivations for their expeditions.</p>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 [Advanced 1.pdf](#)

 [Advanced 2.pdf](#)

Meets Expectations

 [Meets Expectation 1.pdf](#)

 [Meets Expectation 2.pdf](#)

 [Meets Expectation 3.pdf](#)

 [Meets Expectation 4.pdf](#)

Approaches Expectations

 [Approaches Expectation 1.pdf](#)

Emerging

 [Not Yet.pdf](#)

Teacher Reflection

The Student Work Samples provided in the What Results? section are from a similar module that was taught previously.

These essays mimic the results that should be expected, but were from a different module because this modules has not yet been implemented.

All Attachments

- 📄 Jean Ribault.pdf : <https://s ldc.org/u/7kxjexrbz2ulgm51sxcd1p7mc>
- 📄 Narvaez.pdf : <https://s ldc.org/u/cuzcj4x7t4rqhaeh8nxc5nypo>
- 📄 Hernando de Soto.pdf : <https://s ldc.org/u/doazgcs5tevt7jbcev79r9mdn>
- 📄 Menendez.pdf : <https://s ldc.org/u/8x535ewvv3sesds8ay0nz60m8>
- 📄 Ponce de Leon.pdf : <https://s ldc.org/u/8ch3bbxbtcz5h88rpau76nj4l>
- 📄 Advanced 1.pdf : <https://s ldc.org/u/75cxv39gc44int9u9qiyx25f0>
- 📄 Advanced 2.pdf : <https://s ldc.org/u/d67kpjkgewxxo5iw56r8tplg7>
- 📄 Meets Expectation 1.pdf : <https://s ldc.org/u/azsmczmjukp3t0khq9jc4j2fq>
- 📄 Meets Expectation 2.pdf : <https://s ldc.org/u/gkb784jadiig6tlufbj7xwa7>
- 📄 Meets Expectation 3.pdf : <https://s ldc.org/u/9zbsi87ksndp6tdiyaqzudytp>
- 📄 Meets Expectation 4.pdf : <https://s ldc.org/u/eyddzp7ljyee9nzc9wbvsx3g0>
- 📄 Approaches Expectation 1.pdf : <https://s ldc.org/u/6v9gv3an96cbzh1bbn271jgd>
- 📄 Not Yet.pdf : <https://s ldc.org/u/6y0zu5tnnshfgj4fr3cms2etj>