Water, Water Everywhere (Adapted from Dwindling River)

by Tasha N. Queen and Joanna Bruno

Students are studying how humans use the Colorado River (agriculture, industry, municipal) and how this use has impacted the Colorado River. Students research the purpose and impacts of dams and water diversions on the Colorado River. Students draw conclusions about how the human use has impacted the river. The unit culminates in a performance assessment where students take the role of an educational product designer asked to create a product (video, board game, storyboard, poster, children's book, etc.) which documents the journey of a water molecule.

This module is meant to be taught independently or in conjunction with the Colorado Department of Education Instructional Unit Sample for 6th grade science, "Water, Water, Everywhere", found at: http://www.cde.state.co.us/standardsandinstruction/instructionalunits-science

GRADES	DISCIPLINE	COURSE
6 - 8	🧪 **Science**	▤ **6th grade science**

Section 1: What Task?

Teaching Task

Task Template 21 - Informational or Explanatory

After reading informational texts , write a product (video, board game, storyboard, poster, children's book, etc.) which documents the journey of a water molecule in which you analyze a beginning state of water and have the molecule travel the earth. You must describe the water cycle journey that includes all state changes, what bodies of water the molecule is cycled through, and at least three properties of water. At some point it must interact with pollution and become a usable molecule of water. In your description, address the credibility of sources , providing examples to clarify your analysis.

Standards

Colorado Academic Standards for Science

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Water on Earth is distributed and circulated through oceans, glaciers, rivers, ground water, and the atmosphere

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Gather and analyze data from a variety of print resources and investigations to account for local and world-wide water circulation and distribution patterns

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Use evidence to model how water is transferred throughout the earth

-

Identify problems, and propose solutions related to water quality, circulation, and distribution – both locally and worldwide

-

Identify the various causes and effects of water pollution in local and world water distributions

-

Describe where water goes after it is used in houses or buildings

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Describe where water goes after it is used in houses or buildings

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

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

WHST.6-8.1

Write arguments focused on discipline-specific content.

WHST.6-8.1

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.b

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.d

Establish and maintain a formal style.

WHST.6-8.1.e

Provide a concluding statement or section that follows from or supports the argument presented.

WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

information and examples.

WHST.6-8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.e

Establish and maintain a formal style and objective tone.

WHST.6-8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4

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

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.9

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

WHST.6-8.10

Write routinely over extended time frames (time for 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.

Texts

No texts specified

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Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	Not Yet	**Approaches Expectations**	**Meets Expectations**	**Advanced**
	1	**2**	**3**	**4**
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, 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

The Colorado River travels 1,450 miles and provides water to over 30 million people, agriculture, industry, and municipalities. Currently, the Colorado River does not reach its delta in the Sea of Cortez. Many people thorughout the South west use and rely on the water from the Colorado River watershed. Students will look at why humans use the water and the effects that use has on the environment.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

ABILITY TO CONNECT THE TASK AND NEW CONTENT TO EXISTING KNOWLEDGE, SKILLS,:

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

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

Reading Process

INITIAL ACTIVE READING: Ability to identify the central point and main supporting elements of expert and anchor texts to answer the guiding question. Text code for human use of water from the river and human impacts on the Colorado River.

ESSENTIAL VOCABULARY-WATER TYPES: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.

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

BUILD BACKGROUND KNOWLEDGE ON WATER CIRCULATION AND DISTRIBUTION: Build background knowledge of water circulation, distribution in reference to the Colorado River system through labs and activities.

BUILD BACKGROUND KNOWLEDGE ON ECOSYSTEMS: Build background knowledge on how energy flows through and ecosystem and how impacting one portion of the food web impacts the entire thing.

DEVELOPING IDEAS AND IMPLICATIONS: Ability to explain how the evidence supports the focus and controlling idea.Ability to analyze the evidence to create their own implications in regards to the guiding question; How humans have impacted the Colorado River?.

Transition to Writing

CONTROLLING IDEA: Ability to establish a controlling idea (thesis statement) and consolidate information relevant to task.

PLANNING: Ability to develop a line of thought and text structure appropriate to an information/explanation task.

Writing Process

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

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

COMPLETION: 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				
55 mins	**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS**: Ability to understand and explain the task's prompt and rubric.	**OUTLINE** Day #3: Hook: In your own words, what are the important features of a good response to this prompt? Mini Lesson: Create Criteria for success for each of the elements of the rubric. What does advanced look like for each element?	Scoring Guide (Work Meets Expectations If): response must include why humans use the river and what that use has done to the river.	Instructional Strategies: Hook: 1. Students brainstorm on their own. 2. Students pair to share and improve their individual bullets. 3. Create a classroom anchor chart "A good response includes..." Mini Lesson: JIGSAW - assign each table group 1 element of the rubric. That team must Write the advanced indicator in a students friendly learning target and criteria for success and include an illustration that helps the audience understand the expectations of the element. Share out - Students share their poster with the class. Notes: Resource: LDC Task - Case Study Colorado River
15 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**LIST** Day #2: HOOK HOOK: Video youtube.com Running Dry (National Geographic) or TAKEPART - Colorado River In a quick write, write your first reaction to the task prompt. Add some notes of things you know about the Colorado River, and what humans use it for.	Scoring Guide (Work Meets Expectations If): Students can identify some human uses of the Colorado River.	Instructional Strategies: Link this task to earlier class content Discuss student responses. Clarify timetable and support plans for the task.
50 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**LIST** DAY #1: Mystery Piece: Photograph of Colorado River Delta Notes: Sources: mystery piece - national geographic - Colorado river.docx	Scoring Guide (Work Meets Expectations If): I can determine the content of our next science Case Study.	Instructional Strategies: 1. Mystery Photo -In Journal record notices and wonders 2. Share out - Stand up hand up Pair up 3. Reveal Caption - Answer comprehension questions and then revise notices and wonders 4. Debrief: At first I thought _____ now I think _____. 5. Share out

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	**BRIDGING CONVERSATION > TASK ENGAGEMENT**: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	**NOTES** DAY #4: Gallery Walk Learning Target: I can build my background knowledge on the types of the human use of the Colorado River. Colorado River gallery walk.docx Colorado River running Dry - smithsonian.docx	Scoring Guide (Work Meets Expectations If): This Mean: I can classify each photo as municipality, industry, and agriculture I can make connections between the photo and how it effects the Colorado River. I can explain how each photo represents human use of the Colorado River.	Instructional Strategies: Hook: Chasing Water: The Colorado River; Flowing Through Conflict youtube.com Mini Lesson: DEFINE municipality, industry, and agriculture - use power point (definition..ppt) Apply: Review Expectations of a gallery walk - Each student is silently traveling from picture to picture recording their thoughts, and completing recording form. Pictures are in groups of 3. You will have 3 minutes at each group of photos. Rotate when the teacher says "rotate" MODEL - show the class how to complete the recording form for picture #1 APPLY students conduct gallery walk Share out: Carousel brainstorm: students add thoughts from the gallery walk to 3 separate anchor charts with titles, municipality, industry, and agriculture
	Reading Process			

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	**INITIAL ACTIVE READING**: Ability to identify the central point and main supporting elements of expert and anchor texts to answer the guiding question. Text code for human use of water from the river and human impacts on the Colorado River.	**NOTES** #1 I can read the anchor text and text code for use and impacts of the river.	Scoring Guide (Work Meets Expectations If): Students can identify: - human uses of water - impacts on the circulation/distribution of water - impacts on Colorado River Ecosystems	Instructional Strategies: Day #1 Anchor Text: A Dwindling River 1 - Dry read - students read the Anchor text with a partner 2 - Independently Students complete the 2-column reading adding 2 thoughts, connections, or connections to each paragraph. 3 - Students read the text on their own, text coding for human USE of water and human impacts on the circulation and distribution of water or on ecosystems. 4 - Students pair up and compare their text coding, making any revisions to their own text coding as they discuss. Day #2: Expert Text - Colorado River Map 1 - In teams, students complete the Colorado River Map Scavenger Hunt - in which they 2-3 days 20 minutes orient themselves with the map and identify human use of water and impacts on the Colorado River. Notes: Resources: A Dwindling River 830 2 column A Dwindling River 1030 2 column A Dwindling River 830 A Dwindling River 1030 Colorado Map Scavenger Hunt Colorado River Map: http://environment.nationalgeographic.com/environment/freshwater/change-the-course/colorado-river-map/ Accommodations and Interventions: two levels of text
20 mins	**ESSENTIAL VOCABULARY- WATER TYPES**: Ability to apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information.	**LIST** #2 In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	Scoring Guide (Work Meets Expectations If): Lists appropriate phrases. Provides accurate definitions.	Instructional Strategies: After scoring, ask some students to share definitions of terms that others overlooked or misunderstood. After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	**ACTIVE READING > NOTE-TAKING**: Ability to select important facts and passages for use in one's own writing.	**NOTES** #3 Using the text-coded readings (A Dwindling River and Colorado River Map), record 1 week direct quotes from each text, identify the type of use or impact, and explain why this evidence is relevant to the prompt.	Scoring Guide (Work Meets Expectations If): I can explain how my evidence supports my focus and controlling idea. (L2) I can analyze my evidence to create my own implication of how humans have impacted the Colorado River. Criteria for Success: ?Match evidence to controlling idea/focus ?Explain why this evidence is relevant ?Determine what this means in connection to the bigger picture	Instructional Strategies: 1. Model how to record a direct quote 2. Model how to identify the type of use or impact 3. Model explaining why this evidence if relevant to the prompt. 4. Have students analyze and example and a non-example of a completed note catcher. Notes: Resources: CR Text Code Recording Form Based upon how far your students get during the initial active Reading and note taking, determine what information your students still need to need to know about water circulation/distribution and energy flow within ecosystems. I used my district Pre-Common Formative Assessment to make this plan
1 hr and 30 mins	**BUILD BACKGROUND KNOWLEDGE ON WATER CIRCULATION AND DISTRIBUTION**: Build background knowledge of water circulation, distribution in reference to the Colorado River system through labs and activities.	**LIST** I can explain the natural distribution patterns of water in the Colorado River Basin and how they are impacted by humans.	Scoring Guide (Work Meets Expectations If): Students will daily reflect on how the following learning experiences will help them answer the question; How have humans impacted the Colorado River? This means: I can explain the steps of the water cycle within the hydrosphere. I can explain the roles of the parts of a river system. I can explain what happens to water when humans are done using it for municipal, agricultural, and industrial uses.	Instructional Strategies: Based upon how far your students get during the initial active Reading and note taking, determine what information your students still need to understand water circulation and distribution. Learning Experiences: World Water Distribution Water Cycle Stations Where does our Water Go? Movie: Watershed Water Science Talk #1 Everything Moves Down Stream (Project WET) Assessments: Water Use it Wisely Task River Front Land Development Water Differentiated Assessment Notes: See all attached resources

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	**BUILD BACKGROUND KNOWLEDGE ON ECOSYSTEMS**: Build background knowledge on how energy flows through and ecosystem and how impacting one portion of the food web impacts the entire thing.	**LIST** LT: I can analyze how energy flow in the Colorado River ecosystem is affected by humans.	Scoring Guide (Work Meets Expectations If): Students will daily reflect on how the following learning experiences will help them answer the question; How have humans impacted the Colorado River? This means: I know the roles of producers and consumers in an ecosystem. I can describe how energy flows in an ecosystem. I can	Instructional Strategies: Based upon how far your students get during the initial active Reading and note taking, determine what information your students still need to understand about energy flow and cycling of matter within an ecosystem. Learning Experiences: Lesson on Biotic and Abiotic factors biotic and abiotic factors 1 class period 4 days biotic and abiotic recording form Colorado River Ecosystem pictures Colorado River Ecosystem poster criteria Colorado River FOOD WEB activity Food Web I notice I wonder Food Web Scenarios
1 hr and 30 mins	**DEVELOPING IDEAS AND IMPLICATIONS**: Ability to explain how the evidence supports the focus and controlling idea.Ability to analyze the evidence to create their own implications in regards to the guiding question; How humans have impacted the Colorado River?.	**SHORT CONSTRUCTED RESPONSE** Science Talk/ Fish Bowl Students will analyze their notes from the expert and anchor text as well as their notes from the two BBK weeks to create their own implications in regards to the guiding question; How have humans impacted the Colorado River?	Scoring Guide (Work Meets Expectations If): Students can write conclusions or consequences of Human use of the Colorado River both for global water circulation and Colorado River Ecosystems.	Instructional Strategies: Entrance ticket: Students answer the following questions before the science talk (1 day) How have humans impacted the Colorado River? How has human use of water impacted the total amount of water in the river? How has human use of water impacted organisms? How has this impacted the overall Colorado River ecosystem? Students participate in a Fish Bowl (2 days) Students write their own implications in regards to the guiding question; How have humans impacted the Colorado River? (1 day)
	Transition to Writing			
1 hr and 30 mins	**CONTROLLING IDEA**: Ability to establish a controlling idea (thesis statement) and consolidate information relevant to task.	**SHORT CONSTRUCTED RESPONSE** Write a thesis statement that establishes a controlling idea for your entire essay	Scoring Guide (Work Meets Expectations If): Provides direct answer to main prompt requirements. Establishes a controlling idea.	Instructional Strategies: 1. Model writing a thesis statement (Dr. Suess example) 2. Students write a thesis statement following the three step process in the document "thesis statement" Notes: Resources: thesis statement

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**PLANNING**: Ability to develop a line of thought and text structure appropriate to an information/explanation task.	**OUTLINE** Create an outline based on your notes, reading, and controlling idea in which you state your claim about the cause (why human's use the Colorado River) and effect (how the Colorado River changed because of humans) and note your supporting evidence.	Scoring Guide (Work Meets Expectations If): Creates an outline or organizer to write your report from. Supports controlling idea. Uses evidence from texts read earlier.	Instructional Strategies: Provide examples of outlines for writing reports SPECIFICALLY on cause and effect. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Writing Process				
Not provided	**REVISION, EDITING, AND COMPLETION > REVISION**: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	**REVISION** In a table of 4, pass your report to the right. Round #1: Read the report in front of you and give one star and stair on the OPENING PARAGRAPH only. 1 class period Round #2: Pass to the right AGAIN. Read the report in front of you (it should be new) and give a star and stair on the cause and effects. Round # 3 Pass to the right AGAIN. Give feedback on writing domains of rubric. Round #4 Pass to the right AGAIN. Give feedback on the citations of informational texts. REVISE: Gather your original piece of work with feedback from your peers. Review the feedback, decide what will change/stay the same.	Scoring Guide (Work Meets Expectations If): feedback is based off of the rubric and constructive. decisions about revisions are made based on feedback and the rubric.	Instructional Strategies: Sample useful feedback that balances support for strengths and clarity about weaknesses.

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Not provided	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**LONG CONSTRUCTED RESPONSE** Revise report for: formatting, punctuation, spelling, and word choice feedback from previous revision cycle	Scoring Guide (Work Meets Expectations If): revisions reflect use of peer feedback, formatting, punctuation, spelling, and word choice	Instructional Strategies: model how to edit and use feedback Notes: Resource: Use LDC peer editing protocol
Not provided	**REVISION, EDITING, AND COMPLETION > EDITING**: Ability to proofread and format a piece to make it more effective.	**LONG CONSTRUCTED RESPONSE** Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.	Scoring Guide (Work Meets Expectations If): Provides draft free from distracting surface errors. * Uses format that supports purpose.	Instructional Strategies: Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each others texts a second time.
Not provided	**COMPLETION**: Ability to submit final piece that meets expectations.	**LONG CONSTRUCTED RESPONSE** Turn in your complete set of drafts, plus the final version of your piece	Scoring Guide (Work Meets Expectations If): Fits the Meets Expectations category in the rubric for the teaching task.	Not Provided

Instructional Resources

Teacher Resource

📖 Teacher Resources
Uploaded Files Colorado River Expert GRAPHS.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/366307646_Jan_18_2013_15403137.docx)
Colorado River Running Dry.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1824129713_Jan_18_2013_154028385.docx)
LDC Task- Case Study- The Colorado River.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/954554895_Jan_28_2013_004718358.docx)
Mystery Piece - National Geographic - Colorado River.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/886371077_Jan_28_2013_004717500.docx)
Colorado River Gallery Walk.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/189954580_Jan_28_2013_004715924.docx)
A Dwindling river 1030.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1807440863_Apr_29_2013_162109266.docx)
A Dwindling river 1030 2 column.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/414702729_Apr_29_2013_162109858.docx)
Colorado Map Scavenger Hunt.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1817167110_Apr_29_2013_162110404.docx)
A Dwindling River 830 2 column .docx

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(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1125376758_Apr_29_2013_162108423.docx)
A Dwindling River 830.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1084922904_Apr_29_2013_162107393.docx)
CR Text code recording form.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1358697846_Apr_29_2013_163436373.docx)
defintion agriculture, industry, municipality.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/2117125503_Apr_29_2013_163822670.pptx)
Water Differentiated Assessment.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/256981641_Apr_29_2013_165119232.docx)
Water Cycle Cards.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/621979054_Apr_29_2013_165124957.docx)
Use Water Wisely constructed response.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/211855542_Apr_29_2013_165128405.docx)
Water Cycle Reading)7-8 reading level.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1018018236_Apr_29_2013_165120496.pdf)
WATERSHED notecatcher.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/2038206195_Apr_29_2013_165117672.docx)
Water Cycle Reading (3-5 reading level).pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1956367725_Apr_29_2013_16512126.pdf)
What is a watershed.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1747858020_Apr_29_2013_165116751.docx)
Water Cycle Stations.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1155223956_Apr_29_2013_165119934.docx)
river front land development assessment.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1573776387_Apr_29_2013_165129466.docx)
WATER science talk #1.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1434452975_Apr_29_2013_165118499.docx)
world water distribution.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/20188653_Apr_29_2013_165103881.docx)
Where does our water go KID VERSION.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/891365539_Apr_29_2013_165107438.docx)
Where does our water go.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1003705029_Apr_29_2013_165113397.docx)
defintion agriculture, industry, municipality.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/2117125503_Apr_29_2013_165151509.pptx)
Colorado River Ecosystem PICTURES.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/185037596_Apr_29_2013_172228822.pdf)
Colorado River ecosystem poster criteria.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1446060263_Apr_29_2013_172226467.docx)
biotic and abiotic recording form.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1871230431_Apr_29_2013_172230616.docx)
FOOD WEB i notice I wonder.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/557806919_Apr_29_2013_172220289.docx)
Food web scenarios.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1416341607_Apr_29_2013_172217372.docx)
Lesson on Biotic and Abiotic Factors.pptx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/351645391_Apr_29_2013_172214767.pptx)
Biotic and Abiotic factors.docx

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/775318202_Apr_29_2013_172232847.docx)
Food Chains and food webs.pdf

(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/337230800_Apr_29_2013_172221225.pdf)
Colorado River FOOD WEB activity.docx

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Thesis Statement.docx
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/85153587_Apr_29_2013_173625835.docx)
Colorado River Task PLAN supported.docx
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LDC task peer feedback and revision protocol.doc
(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/1969661627_Apr_29_2013_173755115.doc)
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(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/316/348416865_Apr_29_2013_173753649.docx)
Keywords Links* National Geographic Interactive Map of Colorado River (N/A)
(http://environment.nationalgeographic.com/environment/freshwater/colorado-river-map/) Smithsonian Magazine - The
Colorado River Runs Dry (N/A) (http://www.smithsonianmag.com/multimedia/photos/?
c=y&articleID=103061224&page=20) The Colorado River Runs Dry - ARTICLE - Smithsonian Magazine (N/A)
(http://www.smithsonianmag.com/science-nature/The-Colorado-River-Runs-Dry.html) National Geographic - 8 mighty
rivers Run Dry (N/A) (http://environment.nationalgeographic.com/environment/photos/rivers-run-dry/#/freshwater-
rivers-colorado-2_45151_600x450.* These Lexile measures were computed automatically and did not undergo human

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided