Unit Title: What Would Happen If…?

Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHORS

Garfield RE-2 School District
- Jade Bomba
- Darlane Evans
- Janice Goetz
- Alicia Mekis
- Jessica Yanker
- Jenny Zetah

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY
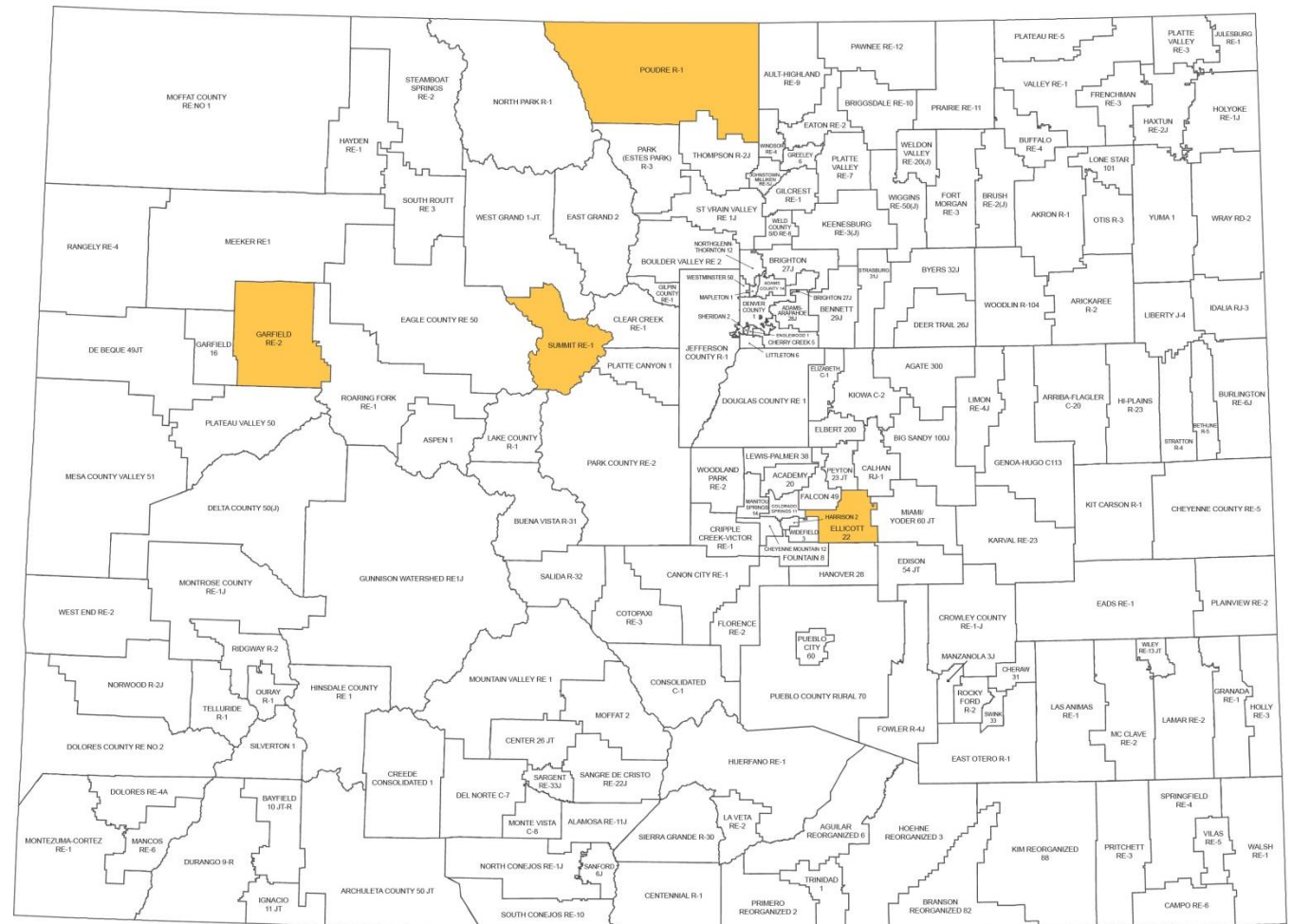
Summit School District
- Kira Cunningham

Ellicott School District
- Diane Garduno

Poudre School District
- Michael Schooler

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Reading, Writing, and Communicating		Grade Level	3rd Grade
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
1. Oral Expression and Listening	1. Oral communication is used both informally and formally	RWC10-GR.3-S.1-GLE.1
	2. Successful group activities need the cooperation of everyone	RWC10-GR.3-S.1-GLE.2
2. Reading for All Purposes	1. Strategies are needed to make meaning of various types of literary genres	RWC10-GR.3-S.2-GLE.1
	2. Comprehension strategies are necessary when reading informational or persuasive text	RWC10-GR.3-S.2-GLE.2
	3. Increasing word understanding, word use, and word relationships increases vocabulary	RWC10-GR.3-S.2-GLE.3
3. Writing and Composition	1. A writing process is used to plan, draft, and write a variety of literary genres	RWC10-GR.3-S.3-GLE.1
	2. A writing process is used to plan, draft, and write a variety of informational texts	RWC10-GR.3-S.3-GLE.2
	3. Correct grammar, capitalization, punctuation, and spelling are used when writing	RWC10-GR.3-S.3-GLE.3
4. Research and Reasoning	1. Researching a topic and sharing findings are often done with others	RWC10-GR.3-S.4-GLE.1
	2. Inferences and points of view exist	RWC10-GR.3-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Common Core Reading Foundational Standards

Phonics and Word Recognition: CCSS.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.RF.3.3b Decode words with common Latin suffixes.

CCSS.RF.3.3c Decode multisyllable words.

CCSS.RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency: CCSS.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.RF.3.4a Read grade-level text with purpose and understanding.

CCSS.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
What Would Happen If…?	4-6 weeks	3

Unit Title	What Would Happen If…?		Length of Unit	4-6 weeks

Focusing Lens(es)	Causality/Cause	Standards and Grade Level Expectations Addressed in this Unit	RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2 RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3	RWC10-GR.3-S.3-GLE.1 RWC10-GR.3-S.3-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2

Inquiry Questions (Engaging- Debatable):	• What are some common cause/effect relationships in your life? (S2-GLE.2-IQ.3) • What happens if you do not follow your parent's directions?
Unit Strands	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning
Concepts	In content:	In reading:	In writing:
	Cause and effect, sequence, relationships, key ideas, comprehension, interactions, complexity, collaboration, action, influence, Context based concepts: Historical events, character traits, characteristics.	phonics, fluency, comprehension, vocabulary, phonological awareness	phonics, fluency, comprehension, vocabulary, phonological awareness, spelling

Generalizations My Students may **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) (RWC10-GR.3-S.2-GLE-3.EO.a.ii, iii)*	Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3-EO.a)	Which decoding strategy works best when encountering unfamiliar words?
Context helps readers self-correct when reading words, rereading when necessary. (CCSS.RF.3.4c) (RWC10-GR.3-S.2-GLE.3-EO.b.iii)*	Why would a reader need to reread a portion of text when encountering an unfamiliar word?	Is it easier to stop and reread what you just read or to finish reading the paragraph and go back and read it to clarify meaning?
Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b)*	Why is it important to read accurately with the appropriate rate and expression?	How is reading/comprehension affected when it is not read accurately? (RWC10-GR.3-S.2-GLE.3-EO.b.ii) and (RWC10-GR.3-S.2-GLE.3-EO.c)

Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot. (RWC10-GR.3--S.2-GLE.2-EO.b.iv) and (RWC10-GR.3-S.2-GLE.1-EO.a) and (RWC10-GR.3-S.2-GLE.2-EO.a)	What is cause and effect? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S2-GLE.2-EO.b.iv) Which words and semantic clues signal cause and effect relationships? (RWC10-GR.3-S.2-GLE2 EO.b.iv) Which were significant character actions that influenced the plot? (RWC10-GR.3-S.2-GLE.1-EO.a.v) and (RWC10-GR.3-S.2-GLE.1-EO.b.iii) Can character's actions affect the sequence of events and/or outcome of the story? Give an example. (RWC10-GR.3-S.2-GLE.1- EO.a.v)	How does noticing cause and effect facilitates comprehension? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.2-EO-b.iv) How can cause and effect be considered a relationship? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S2-GLE.2-EO.b.iv) If one action by one character was different, how would this story be different? (RWC10-GR.3-S.2-GLE.1-EO.a.v)
Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc. (RWC10-GR.3-S.2-GLE.2- EO.a.iii)	Which event from the text caused something that followed ?(RWC10-GR.3-S.2-GLE.2-EO.a.iii) What is the language that helps you infer the cause and effect relationship between these two concepts in the text? (RWC10-GR.3-S.2-GLE.2-EO.a.iii) What is the connection between these sentences and paragraphs? (RWC10-GR.3-S.2-GLE.2-EO.c)	How is this series of historical events related through cause and effect? (RWC10-GR.3-S.2-GLE.2- EO.a.iii) How does cause and effect help me understand these scientific ideas? (RWC10-GR.3-S.2-GLE.2- EO.a.iii) How are these steps in a technical procedure in a text related through sequence and cause and effect? (RWC10-GR.3-S.2-GLE.2- EO.a.iii)
Personal behaviors and choices(causes) in group/collaborative discussions have a direct impact(effect) on the success/outcome of the group activity (RWC10-GR.3-S.1-GLE.2-EO.a)	Which features of oral communication make a speaker more effective? Less effective? (S.1-GLE.1; RWC10-GR.3-S.1-GLE-2.EOa.i, ii, v) What would be the effect on an audience if a speaker uses eye contact, or appropriate volume? (RWC10-GR.3-S.1-GLE.2-.EOa.v)	Why is it important to follow agreed-upon rules for discussions? (RWC10-GR.3-S.1-GLE.2-EO.a.ii) How do your choices as a speaker (preparation, clarity, eye contact) affect your audience? (RWC10-GR.3-S.1-GLE-2.EO.a)

Critical Content: My Students may **Know…**	Key Skills: My Students may be able to **(Do)…**
• The importance of authors choice of detail (RWC10-GR.3-S.1-GLE.2-EO.b) and (RWC10-GR.3-S.2-GLE.1-EO.a.ii.c) • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life. (RWC10-GR.3-S.2-GLE.2-IQ.3) and (RWC10-GR.3-S.2-GLE.1-EO.a.v) and (RWC10-GR.3-S.3-GLE.3-EO.a-c) • Which words signal cause/effect relationships (RWC10-GR.3-S2-GLE2-EO.b.iv)	• Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3 (RWC10-GR.3-S.2-GLE.3-EO.a) • Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a (RWC10-GR.3-S.2-GLE.3-EO.a.i) • Decode words with common Latin suffixes. CCSS.RF.3.3b (RWC10-GR.3-S.2-GLE.3-EO.c.ii) • Decode multisyllable words. CCSS.RF.3.3c (RWC10-GR.3-S.2-GLE.3-EO.c.iii) • Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d (RWC10-GR.3-S.2-GLE.3-EO.a.iv) • Read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4 (RWC10-GR.3-S.2-GLE.3-EO.b) • Read grade-level text with purpose and understanding. CCSS.RF.3.4a (RWC10-GR.3-S.2-GLE.3-EO.b.i)

- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.c.ii)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c (RWC10-GR.3-S.2-GLE.3-EO.c.iv)Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d)
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.1-EO.b) and (RWC10-GR.3-S.3-GLE.3-EO.a-c)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections (RWC10-GR.3-S.2-GLE.1-EO.b.iii)
- Identify words signal cause/effect relationships (RWC10-GR.3-S.2-GLE.2-EO.b.iv)
- Identify cause/effect relationships (RWC10-GR.3-S.2-GLE.2-EO.a.iii) and (RWC10-GR.3-S.2-GLE.1-EO.a.v; b.iii) and (RWC10-GR.3-S.2-GLE.2-EO.c.ii)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
> EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	Reading a variety of texts about one topic gives me greater understanding of perspective and cause and effect (e.g., the *True Story of the Three Little Pigs* vs. the traditional fairy tale 'The Three Little Pigs.'
Academic Vocabulary:	Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures,
Technical Vocabulary:	Fable, folktale, myth, chapter, stanza, chronology, scene

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

Unit Description:	In this unit, students will study how cause and effect relationships are present in different types of texts in order to understand the relationships between concepts, ideas, and actions. Students will use cause and effect vocabulary to explain causal relationships. In addition, students will study texts that explore and explain the cause and effect issues of animal relocation (moose, lynx and wolves), and use discussion and writing to demonstrate their understanding of these relationships. This unit culminates in students producing either a text that explains cause-effect relationships or in a problem-solution persuasive piece.
Considerations:	This team of teachers represented three different regions on the Colorado Western Slope. The resources in the unit reflect the interests and relevancy in their communities (as such, the resources may not apply to other communities but the Learning Experiences certainly do). Specifically, this example explores the issue of animal relocation. In addition, the unit can serve as a cross-content unit in social studies and the Third Grade focus on "community." The unit builds on the work from the previous narrative unit and begins to apply cause-effect relationships in informational texts and real world contexts. The unit also builds a foundation leading into the following unit which addresses research.

Unit Generalizations	
Key Generalization:	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Supporting Generalizations:	Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot
	Personal behaviors and choices (causes) in group/collaborative discussions have a direct impact (effect) on the success/outcome of the group activity

Ongoing
These Generalizations, addressed throughout the Unit (and the entire year), are explained below in the Ongoing Learning Experiences section.

Ongoing Generalizations / Learning Experiences	The rules of phonics allow readers to decode text when faced with difficult or new words (CCSS: RF.3.3b, CCSS: RF.3.3c)
	Context helps readers self-correct when reading words, rereading when necessary (CCSS.RF.3.4c)
	Reading grade-level texts with fluency leads to improved comprehension (CCSS: RF.3.4b)

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an expert in your community, you have been chosen to analyze the efforts of others (wildlife biologists, the Division of Wildlife, and experts in the field) to relocate different wildlife to the western slope of Colorado. You will explore the causes and effects of relocating one of three animals: moose, lynx and wolves. At the conclusion of your analysis, you will submit a cause-effect essay explaining the relocation of one (or more) of the animals you studied that demonstrates your understanding of how the action of relocating the animals has had (or will have) certain effects on the area or community. **Role**: Expert on wildlife and animal relocation **Audience**: The local Division of Wildlife and community members **Format**: Pro-con persuasive piece **Topic**: Animal relocation

Product/Evidence: (Expected product from students)	Students may produce a cause-effect analysis. The analysis could be framed as a problem-solution essay or as a proposal arguing for or against relocation of a specific animal.
Differentiation: (Multiple modes for student expression)	Students may choose from different forms of writing to present their proposal: • Brochure • Video • Skit • Letter to the Division of Wildlife Students may choose to write about one animal they studied, or more than one animal they have studied, or an animal of their own choosing.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
When the Wolves Return by Dorothy Hinshaw Patent (Lexile = 1040) *The Wolves are Back* by Jean Craighead George (Lexile = 650) *Danger! Volcanoes* by Seymour Simon (Lexile = 790) *Polar Bears Search For Ice* by Gillia Olson (Lexile = 910) *Deformed Frogs* by Kathy Allen (Lexile = 810) *Sea Turtles Race to the Sea* by Kathy Allen (Lexile = 890)	*If You Give a Moose a Muffin* by Laura Joffe Numeroff (Lexile = 590) *Why Mosquitoes Buzz in People's Ear* by Verna Aardema (Lexile = 890) *The Snowy Day* by Ezra Jack Keats (Lexile = 500) *Fables* by Arnold Lobel (Lexile = 540)

Reading, Writing, and Communicating Ongoing Learning Experiences

Assessments: **Each of the Ongoing Learning Experiences will use assessments aligned with and identified in the READ Act: DIBELS, PALS, DRA2 to measure foundational reading skills. (Additional commercially available resources may be found on the READ Act Resource Bank of Approved Assessments found here.) In addition, teachers may use other assessment resources to monitor student progress throughout the unit: CORE Phonics; Aimsweb resources; www.interventioncentral.org (Intervention Central), www.studentprogress.org (Student Progress) as well as the skill-specific assessments found in basal reading programs.**

Ongoing Learning Experience #1	Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words. CCSS.RF.3.3
Skills:	• Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS.RF.3.3a • Decode words with common Latin suffixes. CCSS.RF.3.3b • Decode multisyllable words. • The rules of phonics allow readers to decode text when faced with difficult or new words. (CCSS: RF.3.3b, CCSS: RF.3.3c) CCSS.RF.3.3c Read grade-appropriate irregularly spelled words. CCSS.RF.3.3d
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (Resources for Foundation Reading standards) http://blog.biguniverse.com/tag/literacy/page/2/ http://files.eric.ed.gov/fulltext/ED531909.pdf (Extensive resource for foundational reading standards) Spellography, Clarification Strategy, Word Power, Phonics for Reading, Read Naturally

Ongoing Learning Experience #2	Students will read with sufficient accuracy and fluency to support comprehension. CCSS.RF.3.4
Skills:	• Read grade-level text with purpose and understanding. CCSS.RF.3.4a • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.RF.3.4c • Read and comprehend grade-level text accurately and fluently with prosody.
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (Resources for Foundation Reading standards) http://blog.biguniverse.com/tag/literacy/page/2/ http://files.eric.ed.gov/fulltext/ED531909.pdf (Extensive resource for foundational reading standards) http://www.mhecommoncoretoolbox.com/close-reading-and-the-ccss-part-1.html (Close reading strategies) http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/3rd%20grade%20resource%20book/context%20clues/3rd%20grade%20context%20clues.pdf (Context clues strategies) http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_3.pdf (Comprehension ideas including Cause and Effect Match) http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_5.pdf (Vocabulary/Words in Context) www.readwritethink.org/files/resources/lesson_imagelesson307/wordmap.pdf (Word map) Word Wall with unit vocabulary www.fcrr.org, www.easyCBM.com, www.AIMS.web http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf (Graphic organizers for expository text structures)
Ongoing Learning Experience #3	Students will think like readers by reading grade-level texts with fluency to improve comprehension. (CCSS: RF.3.4b)
Skills:	• Read grade-level text with purpose and understanding. CCSS.RF.3.4a • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. CCSS.RF.3.4b
Teacher Resources:	http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp (Resources for Foundation Reading standards) http://blog.biguniverse.com/tag/literacy/page/2/ http://files.eric.ed.gov/fulltext/ED531909.pdf (Extensive resource for foundational reading standards)

Prior Knowledge and Experiences

Teachers may want to give a pre-assessment to see students' level of understanding of cause-effect vocabulary / concepts. Students should have decoding skills to be able to comprehend a variety of texts. Students should know different types of texts (narrative, informational, opinion/persuasive) and text features of them (e.g. character traits in narrative texts, informational text elements, etc.). Students should have a basic knowledge of writing skills, the writing process, and informational writing.

Learning Experience # 1

The teacher may introduce or reinforce the language of cause and effect through narrative text (such as books, fables, short stories, and fairy tales), so that students can identify cause and effect signal words as well as cause-effect relationships. [*Understanding text*]

Generalization Connection(s):	Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.	
Teacher Resources:	http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_2CICERT.pdf (Cause and effect materials from Florida Center for Reading Research) http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_3CICERT.pdf (Cause and effect materials from Florida Center for Reading Research) http://www.umass.edu/aesop/fables.php (Aesop's fables provided by University of Massachusetts; they have modern versions paired with traditional versions)	
Student Resources:	http://www.dayofreading.org/DOR10HO/expository%20short%20texts.pdf (Signal words) http://www.mscc.edu/WritingResources/Signal%20Words%20and%20Phrases.pdf (Signal words) http://www.readworks.org/sites/default/files/bundles/lessons-grade3-cause-and-effect-lesson-1.pdf (Signal words leading to sentences using the signal words)	
Assessment:	Students will be given a short text (i.e. a fable from teacher resources) and then identify the signal words for cause-effect relationship(s) in order to create a word wall http://www.schoolexpress.com/wordwalls/wordwalls.php	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide support station with signal words The teacher may provide text on IPod or orally read The teacher may mindfully partner students so everyone has access to grade-level text	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide text in which cause/effect is not explicitly tied to signal words but is more implicit or imbedded	The students may identify higher level signal words (accordingly, nevertheless, consequently, furthermore) for inclusion on the word wall
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	

Key Skills:	• Know and apply grade-level phonics and word analysis skills in decoding words • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect
Critical Language:	Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures

Learning Experience # 2
The teacher may continue to use narrative texts (books, short stories, fables and myths) to model how to chart the cause and effect relationships so that students can then identify and respond to the cause and effect relationships of a given text independently. [*Understanding text* and *Responding to text*]

Generalization Connection(s):	Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot
Teacher Resources:	http://www.readwritethink.org/classroom-resources/printouts/sequence-events-chart-30580.html (This graphic organizer helps students see the sequential or cause-effect relationships between multiple events in a text.) *If You Give a Moose a Muffin* by Laura Joffe Numeroff *Why Mosquitoes Buzz in People's Ear* by Verna Aardema *The Snowy Day* by Ezra Jack Keats *Fables* by Arnold Lobel. www.teacher.scholastic.com/writewit/mff/africa.htm (Myths from around the world are listed.) http://www.boop.org/jan/justso/camel.htm and http://www.youtube.com/watch?v=4afoxwg-BH0 (*How the Camel Got His Humps* by Rudyard Kipling) http://www.youtube.com/watch?v=fyhZqq6dpys (*The Rain Came Down*. Amusing illustrations enhance this witty text about the effects of an unexpected rainstorm on the human and animal members of a community.) ***Students may keep their graphic organizers throughout the unit to have as a resource for the Performance Assessment.***
Student Resources:	*If You Give a Moose a Muffin* by Laura Joffe Numeroff *Why Mosquitoes Buzz in People's Ear* by Verna Aardema *The Snowy Day* by Ezra Jack Keats *Fables* by Arnold Lobel ***Students may keep their graphic organizers throughout the unit to have as a resource for the Performance Assessment.***
Assessment:	Students will read a short narrative text and then independently fill out a graphic organizer to accurately analyze the cause and effect relationships. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/FlowMap.pdf (Flow Map for cause-effect relationships)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide support station and graphic organizer partially filled out The teacher may model graphic organizer with step-by-step support as needed The teacher may provide text on iPod or orally read The teacher may mindfully partner students so everyone has access to grade-level text www.fcrr.org/curriculum/PDF/G2-32-3Comp.3pdf (Cause-effect match cards)	The students may use the signal words they find to write new cause/effect statements The students may draw and label the cause and effect on the graphic organizer

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may write a paragraph using the information on the graphic organizer and show the cause/effect relationship without using signal words

Critical Content:	- The importance of author's choice of detail - Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life - Which words signal cause/effect relationships
Key Skills:	- Know and apply grade-level phonics and word analysis skills in decoding words - Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections - Identify words that signal cause/effect relationships - Identify cause/effect relationships
Critical Language:	Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures

Learning Experience # 3
The teacher may use poetry to review narrative cause and effect signal words so that students can identify and explain the cause and effect relationships in this genre. [*Understanding text*]

Generalization Connection(s):	Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Teacher Resources:	Poems that support cause/effect relationships: "I'm Roaring Like a Lion" (from *It's Raining Pigs & Noodles)* "Yuck!" by Shel Silverstein (*Falling Up)* "Grungy Grace" and "Never Poke Your Uncle with a Fork" by Jack Prelutsky (*It's Raining Pigs and Noodles)*

	http://etc.usf.edu/lit2go/114/the-poems-of-emily-dickinson-series-one/2631/nature-poem-28-autumn/ ("Autumn" by Emily Dickinson) http://www.gcwolfrecovery.org/docs/edu/Wolf_Poems_2012_by_Flagstaff_Area_Students.pdf (Poems about wolves) http://www.melodyshaw.com/files/TextStructureResources.pdf (Resources to analyze text structure and signal words)
Student Resources:	"I'm Roaring Like a Lion" (from *It's Raining Pigs & Noodles)* "Yuck!" by Shel Silverstein (*Falling Up)* "Grungy Grace" and "Never Poke Your Uncle with a Fork" by Jack Prelutsky (*It's Raining Pigs and Noodles*) http://etc.usf.edu/lit2go/114/the-poems-of-emily-dickinson-series-one/2631/nature-poem-28-autumn/ ("Autumn" by Emily Dickinson) http://www.gcwolfrecovery.org/docs/edu/Wolf_Poems_2012_by_Flagstaff_Area_Students.pdf (Poems about wolves)
Assessment:	Students will read a short poem and then independently fill out a graphic organizer to accurately analyze the cause and effect relationships. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/FlowMap.pdf (Flow Map for cause-effect relationships)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide support station and graphic organizer partially filled out The teacher may model graphic organizer with step-by-step support as needed The teacher may provide text on iPod or orally read The teacher may mindfully partner students so everyone has access to grade-level text www.fcrr.org/curriculum/PDF/G2-32-3Comp.3pdf (Cause-effect match cards)	The students may use the signal words they find to write new cause/effect statements The students may draw and label the cause and effect on the graphic organizer
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide high-level text, such as "Autumn" by Emily Dickenson.	The student may fill out a graphic organizer using high-level text

Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships
Key Skills:	• Know and apply grade-level phonics and word analysis skills in decoding words • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words that signal cause/effect relationships • Identify cause/effect relationships
Critical Language:	Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures

Learning Experience # 4		
The teacher may use informational texts to model how to identify the cause and effect relationships in informational texts (in comparison to fiction) so that the students can then identify and analyze the cause and effect relationships of a given nonfiction/informational text independently. [*Understanding text*]		
Generalization Connection(s):	Cause and effect frame the connections between elements in an informational text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.	
Teacher Resources:	http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf (Graphic organizers) http://www.educationoasis.com/curriculum/GO/cause_effect.htm (Graphic organizers for different types of cause-effect relationships) http://www.readwritethink.org/files/resources/lesson_images/lesson1035/cause.pdf (Cause-effect for problem situation) http://coe.jmu.edu/LearningToolbox/images/iff6.gif (Graphic organizer illustrating effects of smoking) *When the Wolves Return* by Dorothy Hinshaw Patent (Lexile = 1040) *The Wolves are Back* by Jean Craighead George (Lexile = 650) *Danger! Volcanoes* by Seymour Simon (Lexile = 790) *Polar Bears Search For Ice* by Gillia Olson (Lexile = 910) *Deformed Frogs* by Kathy Allen (Lexile = 810) *Sea Turtles Race to the Sea* by Kathy Allen (Lexile = 890)	
Student Resources:	*When the Wolves Return* by Dorothy Hinshaw Patent (Lexile = 1040) *The Wolves are Back* by Jean Craighead George (Lexile = 650) *Danger! Volcanoes* by Seymour Simon (Lexile = 790) *Polar Bears Search For Ice* by Gillia Olson (Lexile = 910) *Deformed Frogs* by Kathy Allen (Lexile = 810) *Sea Turtles Race to the Sea* by Kathy Allen (Lexile = 890)	
Assessment:	Students will read an informational text and then independently fill out a graphic organizer to accurately analyze the cause and effect relationships. http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/FlowMap.pdf (Flow Map for cause-effect relationships) ***Students may keep their graphic organizers throughout the unit to have as a resource for the Performance Assessment.***	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide support station and graphic organizer partially filled out The teacher may model graphic organizer with step-by-step support as needed The teacher may provide text on iPod or orally read The teacher may mindfully partner students so everyone has access to grade-level text www.fcrr.org/curriculum/PDF/G2-32-3Comp.3pdf (Cause-effect match cards)	The students may use the signal words they find to write new cause/effect statements The students may draw and label the cause and effect on the graphic organizer

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	The students may discuss and draw conclusions about what would happen if something interrupted the cause/effect chain The students may complete a sequence chart of how things would look differently
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships	
Critical Language:	Sequence, cause/effect, relationship, expository, signal words	

Learning Experience # 5	
The teacher may use a recent news article that includes a picture so students can respond to and analyze the cause and effect relationships in the article/photograph. [*Understanding text, Responding to text* and *Critiquing the text*]	
Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Teacher Resources:	http://www.cherylelliottstudio.com/art_Illustration/illustration/CauseEffect1.jpg (cause-effect cartoon) http://ww1.hdnux.com/photos/25/10/47/5540304/3/628x471.jpg (New York train wreck) http://mattweberphotos.files.wordpress.com/2010/04/blizzard-pooch-1996-copy.jpg (blizzard) http://www.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg (flood) http://www.coloradoan.com/news/thompson/art/house2.jpg (House overhanging flooded Big Thompson River) www.dogonews.com www.timeforkids.com
Student Resources:	http://www.cherylelliottstudio.com/art_Illustration/illustration/CauseEffect1.jpg (Cause-effect cartoon) http://ww1.hdnux.com/photos/25/10/47/5540304/3/628x471.jpg (New York train wreck) http://mattweberphotos.files.wordpress.com/2010/04/blizzard-pooch-1996-copy.jpg (Blizzard) http://www.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg (Flood) http://www.coloradoan.com/news/thompson/art/house2.jpg (House overhanging flooded Big Thompson River) ***Students may keep their graphic organizers throughout the unit to have as a resource for the Performance Assessment.*** http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf (Cause/Effect Paragraph Rubric)

Assessment:	Students will complete a graphic organizer that explains the relationship between the photograph and the text in the article. For example, students will be asked to identify an element in the photograph and then connect the written explanation. "The picture shows the house hanging over the river. The article explains the erosion from the recent flooding as the cause." ("How does the visual picture reinforce the explanation of the cause and effect relationship in the word text?") http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart for organizing responses)	
Differentiation:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	The teacher may provide support station graphic organizer filled out The teacher may model graphic organizer with step-by-step support as needed The teacher may provide text on iPod orally read The teacher may mindfully partner students so everyone has access to grade level text The teacher may provide sentence starters and word banks	The students may draw and label the cause and effect relationship on the graphic organizer
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide a series of photographs on a topic	The students may offer an analysis of the series of photos
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships	
Critical Language:	Sequence, cause/effect, relationship, expository, signal words	

Learning Experience # 6	
The teacher may use the student work (e.g. from Learning Experiences #2-#4) to model the process of writing an informational paragraph so that the students can produce a text explaining the cause and effect relationships in a chosen text. [*Producing text*]	
Generalization Connection(s):	Cause and effect frame the connections between elements in an informational text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Teacher Resources:	http://www.readwritethink.org/files/resources/lesson_images/lesson925/paragraph-rubric.pdf (Cause-effect rubric)
Student Resources:	Text from prior Learning Experience

Assessment:	Students will use one of their graphic organizers from a previous Learning Experience (#2-#4) to create an expository paragraph explaining a cause/effect relationship. (This task might take 2 days.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may mindfully partner students so everyone has access to grade level text The teacher may model paragraph writing	The students may provide sentence starters and word banks.to complete their writing
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	NA	The students may write an expository paragraph using a different Learning Experience (exploring different cause and effects from a different situation)
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships	
Critical Language:	Sequence, cause/effect, relationship, expository, signal words	

Learning Experience # 7
The teacher may introduce a cause-effect situation (e.g. animal relocation) so that students can begin to understand the cause-effect relationships in real-world situations and contexts. [*Understanding text*]

Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Teacher Resources:	http://wildlife.state.co.us/Education/Pages/EdContacts.aspx (Guest speaker contacts from DOW) http://www.biologicaldiversity.org/campaigns/gray_wolves/infographic.html (Infographic on wolf population) http://www.krextv.com/news/around-the-region/Division-of-Wildlifes-Moose-Relocation-Project-Is-a-Success-173396441.html (News report about moose relocation in Grand Junction) http://extras.mnginteractive.com/live/media/site36/2010/0415/20100415__LYNXKG4~p1.jpg (Picture of lynx being released) http://www.thedenverchannel.com/news/front-range/parker/wildlife-officers-tranquilize-bull-moose-thats-been-roaming-parker-since-monday (Douglas County moose relocation)

Student Resources:	http://www.biologicaldiversity.org/campaigns/gray_wolves/infographic.html (Infographic on wolf population) http://www.krextv.com/news/around-the-region/Division-of-Wildlifes-Moose-Relocation-Project-Is-a-Success-173396441.html (News report about moose relocation in Grand Junction) http://extras.mnginteractive.com/live/media/site36/2010/0415/20100415__LYNXKG4~p1.jpg (Picture of lynx being released) http://www.thedenverchannel.com/news/front-range/parker/wildlife-officers-tranquilize-bull-moose-thats-been-roaming-parker-since-monday (Douglas County moose relocation) Cause-effect graphic organizer http://literacy.purduecal.edu/STUDENT/ammessme/ABCBrain.html (Alphabet boxes) http://www.readingquest.org/strat/abc.html (ABC Brainstorm)	
Assessment:	Students will complete a graphic organizer documenting causes and effects and explaining how an author (or photographer) uses details to reveal the cause-effect relationship; Students may identify causes/effects related to event (Photograph of wolf or other "action photo" of animal relocation) http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/FlowMap.pdf (Flow Map for cause-effect relationships)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide pre-populated graphic organizer	The students may provide a verbal response identifying cause-effect The students may complete the graphic organizer
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	NA	The students may produce a paragraph explaining a cause-effect relationship in their own lives
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships	
Critical Language:	Sequence, cause/effect, relationship, expository, signal words	

Learning Experience # 8	

Teacher may provide **a single informational** text (on animal relocation) so that students can do a "close read" to identify cause and effect relationships. [*Understanding text* and *Responding to text*]	
Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc. Personal behaviors and choices (causes) in group/collaborative discussions have a direct impact (effect) on the success/outcome of the group activity
Teacher Resources:	www.readworks.org/sites/default/files/passages/Moose%20on%20the%20Move%20Passage.pdf (Moose article) http://www.readworks.org/lessons/grade3/cause-and-effect (Cause-effect resources from readworks.org)
Student Resources:	www.readworks.org/sites/default/files/passages/Moose%20on%20the%20Move%20Passage.pdf (Moose article) Cause-effect graphic organizer
Assessment:	Students will read the moose article for discussion on relocating the moose and study the graphic (labeled "animal swap" in the article). Students will highlight the article for cause and effect signal words and relationships. Then they will annotate the article making connections to the infographic and finding more evidence from the text. Question: "What evidence can you identify in the text about the benefits of relocating the moose?"

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide sentence frames The teacher may provide textual evidence to help students support their analysis	The students may complete the sentence frames The students may use the textual evidence in the discussion / debate

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships
Critical Language:	Sequence, cause/effect, relationship, expository, signal words

Learning Experience # 9		
The teacher may provide **multiple informational texts** (addressing relocation of lynx) so that students can "close read" different texts from different authors and make connections between different articles. [*Understanding text* and *Responding to the text*]		
Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.	
Teacher Resources:	http://video.nationalgeographic.com/video/animals/mammals-animals/cats/lynx_reintroduction/ (Reintroducing the lynx to Colorado video) http://www.123helpme.com/view.asp?id=10148 (Article arguing against the lynx reintroduction) http://www.nytimes.com/2013/08/06/science/weather-seen-as-threat-to-iberian-lynx.html?_r=0 (lynx and climate change) http://www.hcn.org/issues/154/4976 (Lynx reintroduction article by High Country News…read aloud) http://wildlife.state.co.us/WildlifeSpecies/SpeciesOfConcern/Mammals/lynx/Pages/Lynx.aspx (lynx info from DOW) http://extras.mnginteractive.com/live/media/site36/2010/0415/20100415__LYNXKG4~p1.jpg (picture of lynx being released)	
Student Resources:	http://video.nationalgeographic.com/video/animals/mammals-animals/cats/lynx_reintroduction/ (Reintroducing the lynx to Colorado video) http://www.123helpme.com/view.asp?id=10148 (Article arguing against the lynx reintroduction) http://www.nytimes.com/2013/08/06/science/weather-seen-as-threat-to-iberian-lynx.html?_r=0 (lynx and climate change) http://www.hcn.org/issues/154/4976 (Lynx reintroduction article by High Country News…read aloud) http://wildlife.state.co.us/WildlifeSpecies/SpeciesOfConcern/Mammals/lynx/Pages/Lynx.aspx (lynx info from DOW) http://extras.mnginteractive.com/live/media/site36/2010/0415/20100415__LYNXKG4~p1.jpg (picture of lynx being released) Graphic organizer capturing the causes-effects from more than one text (color-coded for each source)	
Assessment:	Students will read the lynx articles for discussion on relocating the lynx. Students will highlight the article for cause and effect relationships. Students can use graphic organizers to capture the causes-effects from more than one text (color-coded for each source). Then they will annotate the articles identifying more evidence from the text. Question: "What evidence can you identify in multiple texts about the benefits or problems of relocating the lynx?"	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may pre-populate the graphic organizers	The students may work with partner on chart/graphic representation
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	NA	The students may include information from the moose readings for comparison The students may begin to analyze similarities and differences between the different animal populations that are relocated
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	

Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships
Critical Language:	

Learning Experience # 10

The teacher may **provide a variety of texts** (on wolves and relocation) so that students can analyze cause and effects in order to create persuasive arguments (pro and con). [*Understanding text* and *Responding to the text*]

Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc. Personal behaviors and choices (causes) in group/collaborative discussions have a direct impact (effect) on the success/outcome of the group activity
Teacher Resources:	http://www.pbs.org/wnet/nature/lessons/whos-afraid-of-the-big-bad-wolf/lesson/210/ (PBS article on the good and evil of wolves - Who's afraid of the Big Bad Wolf?) http://www.forwolves.org/ralph/historical.html (Graphs on Wolves in Yellowstone) http://graphics.latimes.com/towergraphic-la-me-wolves/ (Graphic on wolves population diminishing) http://www.jhunderground.com/2012/02/28/jimenez-no-to-relocating-wolves/ (Article about decision to not relocate wolves) http://www.jyi.org/issue/restoration-or-destruction-the-controversy-over-wolf-reintroduction/ (The controversy over wolf reintroduction) http://www.yellowstonepark.com/2011/06/yellowstone-national-park-wolf-reintroduction-is-changing-the-face-of-the-greater-yellowstone-ecosystem/ (Effects of wolves on Yellowstone wildlife) www.wildearthguardians.org/downloads/download_wolf-vision_high.pdf (Booklet on wolf relocation to the Southern Rocky Mountains) http://www.gcwolfrecovery.org/docs/edu/Wolf_Poems_2012_by_Flagstaff_Area_Students.pdf (Poems about wolves)
Student Resources:	Articles and videos on wolf relocation Graphic organizer capturing the causes-effects from more than once text (color-coded for each source) Students may chart the differences and similarities in causes-effects between the animals we have studied (moose, lynx, wolves)
Assessment:	Students will read two different articles – one favoring and one against wolf relocation. Students will highlight the articles for cause and effect of relocation and identifying pro and con to the issue. Students can use graphic organizers to capture the causes-effects from more than one text (color-coded for each source). Then they will annotate the articles identifying more evidence from the text. Potential question to explore: "What evidence can you identify in multiple texts about the benefits or problems of relocating the wolf?" **Additional inquiry questions**: Does it make a difference if the animal is a predator or not (whether we relocate the animal or not)?

	Are the effects on the area different when an animal is a predator or not?	
	How does our perspective/point of view influence our decision to relocate animals?	
	Do the different articles identify the same causes and effects?	
	Teacher observation of class discussion	
	Teacher-student conferences during the readings and completion of the graphic organizers with different texts	

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may pre-populate the graphic organizers	The students may work with partner to complete the graphic organizer

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide a graphic organizer for two sides of the issue	The students may show both sides of the argument

Critical Content:	- The importance of author's choice of detail - Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life - Which words signal cause/effect relationships
Key Skills:	- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect - Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections - Identify words signal cause/effect relationships - Identify cause/effect relationships
Critical Language:	Sequence, cause/effect, relationship, expository, signal words

Learning Experience # 11
The teacher may model how to use multiple informational texts to write a cause/effect analysis or pro-con text so that students can begin to construct a persuasive piece. [*Understanding text, Responding to text, Producing text*]

Generalization Connection(s):	Cause and effect frame the connections between elements in an expository text and help the reader understand the relationship(s) between concepts, ideas, actions, etc.
Teacher Resources:	http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-problem-and-solution-diagram (Problem-solution graphic organizer) http://www.writedesignonline.com/organizers/sequence.html#probsolution (Problem-solution) http://www.readingquest.org/strat/problem.html (Problem-solution chart) http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html (Persuasion map from www.readwritethink.org) http://www.docstoc.com/docs/22305439/Persuasive-Writing-Organizer (Persuasive writing template)

	Different genre for students: brochure, letter to Division of Wildlife, video, skit, graphic comic strip showing problem-solution http://www.mrsjudyaraujo.com/nonfiction-text-structures-for-teachers/ (Nonfiction text structures and mentor texts)	
Student Resources:	Texts and graphic organizers from previous Learning Experience.	
Assessment:	Students will choose the topic (animal) for their pro-con writing and the form of the text they want to write. Students will use the information from the previous Learning Experiences to construct a persuasive writing. Question to explore: "Based on the causes and effects of the animal relocation, do you favor moving the animal to an area near your community?"	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may pre-populate parts of the persuasive writing template	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	The students may complete a persuasive organizer for both sides of the argument The students may complete a persuasive organizer offering alternatives to the animal relocation
Critical Content:	• The importance of author's choice of detail • Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life • Which words signal cause/effect relationships	
Key Skills:	• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections • Identify words signal cause/effect relationships • Identify cause/effect relationships	
Critical Language:	Sequence, cause/effect, relationship, expository, signal words	