Unit Title: What Would Happen If...?

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.

DATE POSTED: MARCH 31, 2014
## Colorado Teacher-Authored Sample Instructional Unit

**Content Area**: Reading, Writing, and Communicating  
**Grade Level**: 3rd Grade

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

### 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Would Happen If...?</td>
<td>4-6 weeks</td>
<td>3</td>
</tr>
<tr>
<td>Unit Title</td>
<td>What Would Happen If...?</td>
<td>Length of Unit</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Focusing Lens(es)</td>
<td>Causality/Cause</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are some common cause/effect relationships in your life? (S2-GLE.2-IQ.3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What happens if you do not follow your parent’s directions?</td>
<td></td>
</tr>
<tr>
<td>Unit Strands</td>
<td>Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning</td>
<td></td>
</tr>
<tr>
<td>Concepts</td>
<td>In content:</td>
<td>In reading:</td>
</tr>
<tr>
<td></td>
<td>Cause and effect, sequence, relationships, key ideas, comprehension, interactions, complexity, collaboration, action, influence, Context based concepts: Historical events, character traits, characteristics.</td>
<td>phonics, fluency, comprehension, vocabulary, phonological awareness</td>
</tr>
<tr>
<td>Generalizations</td>
<td>My Students may Understand that...</td>
<td>Factual</td>
</tr>
<tr>
<td></td>
<td>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)*</td>
<td>Why is it important to decode multisyllable words and words with common prefixes and suffixes? (RWC10-GR.3-S.2-GLE.3.EO.a)</td>
</tr>
<tr>
<td></td>
<td>Context helps readers self-correct when reading words, rereading when necessary. (CCSS:RF.3.4c) (RWC10-GR.3-S.5-GLE.3.EO.b.iii)*</td>
<td>Why would a reader need to reread a portion of text when encountering an unfamiliar word?</td>
</tr>
<tr>
<td></td>
<td>Reading grade-level texts with fluency leads to improved comprehension. (CCSS: RF.3.4b) (RWC10-GR.3-S.2-GLE.3-EO.b)*</td>
<td>Why is it important to read accurately with the appropriate rate and expression?</td>
</tr>
</tbody>
</table>
**Critical Content:**

**My Students may Know...**

- 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.iic)
- 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)

**Key Skills:**

**My Students may be able to (Do)...**

- 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)
## 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):

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Sequence, cause/effect, relationship, narrative, expository, character, plot, actions, signal words, discussion, technical procedures,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary:</td>
<td>Fable, folktale, myth, chapter, stanza, chronology, scene</td>
</tr>
</tbody>
</table>

*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.*
# Colorado Teacher-Authored Sample Instructional Unit

## 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.

- 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

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

---

### 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](http://www.interventioncentral.org) (Intervention Central), [www.studentprogress.org](http://www.studentprogress.org) (Student Progress) as well as the skill-specific assessments found in basal reading programs.

<table>
<thead>
<tr>
<th>Ongoing Learning Experience #1</th>
<th>Students will think like readers by knowing and applying grade-level phonics and word analysis skills in decoding words. <strong>CCSS.RF.3.3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills:</td>
<td><strong>Identify and know the meaning of the most common prefixes and derivational suffixes.</strong> <a href="#">CCSS.RF.3.3a</a></td>
</tr>
<tr>
<td></td>
<td><strong>Decode words with common Latin suffixes.</strong> <a href="#">CCSS.RF.3.3b</a></td>
</tr>
<tr>
<td></td>
<td><strong>Decode multisyllable words.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The rules of phonics allow readers to decode text when faced with difficult or new words.</strong> (<a href="#">CCSS: RF.3.3b</a>, <a href="#">CCSS: RF.3.3c</a>) <strong>CCSS.RF.3.3c</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Read grade-appropriate irregularly spelled words.</strong> <a href="#">CCSS.RF.3.3d</a></td>
</tr>
</tbody>
</table>

**Teacher Resources:**

- [http://www.fcrr.org/for-educators/sca_cc_rfs_3-5.asp](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://blog.biguniverse.com/tag/literacy/page/2/)
- 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](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://blog.biguniverse.com/tag/literacy/page/2/)
- Word Wall with unit vocabulary
- [www.fcrr.org](http://www.fcrr.org), [www.easyCBM.com](http://www.easyCBM.com), [www.AIMS.web](http://www.AIMS.web)

### 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](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://blog.biguniverse.com/tag/literacy/page/2/)

---

### 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.
<table>
<thead>
<tr>
<th>Learning Experience # 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may introduce or reinforce the language of cause and effect through narrative text (e.g., 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]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generalization Connection(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters actions, in relation to both cause(s) and effect(s), effectively drive the plot</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.umass.edu/aesop/fables.php">http://www.umass.edu/aesop/fables.php</a> (Aesop’s fables provided by University of Massachusetts; they have modern versions paired with traditional versions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Resources:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td>Expression (Products and/or Performance)</td>
</tr>
<tr>
<td>The teacher may provide support station with signal words</td>
</tr>
<tr>
<td>The teacher may provide text on IPod or orally read</td>
</tr>
<tr>
<td>The teacher may mindfully partner students so everyone has access to grade-level text</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access (Resources and/or Process)</td>
</tr>
<tr>
<td>Expression (Products and/or Performance)</td>
</tr>
<tr>
<td>The teacher may provide text in which cause/effect is not explicitly tied to signal words but is more implicit or imbedded</td>
</tr>
<tr>
<td>The students may identify higher level signal words (accordingly, nevertheless, consequently, furthermore) for inclusion on the word wall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The importance of author’s choice of detail</td>
</tr>
<tr>
<td>• Cause and effect relationships in narrative and expository texts, oral discussion, other disciplines and all aspects of life</td>
</tr>
<tr>
<td>• Which words signal cause/effect relationships</td>
</tr>
</tbody>
</table>
# 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 independently to the cause and effect relationships of a given text. *Understanding text, 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](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](http://www.teacher.scholastic.com/writewit/mff/africa.htm) (Myths from around the world are listed.)
- [http://www.boop.org/jan/justso/camel.htm](http://www.boop.org/jan/justso/camel.htm) and [http://www.youtube.com/watch?v=4afoxwg-BHO](http://www.youtube.com/watch?v=4afoxwg-BHO) (How the Camel Got His Humps by Rudyard Kipling)
- [http://www.youtube.com/watch?v=fyhZqq6dpys](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](http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/FlowMap.pdf) (Flow Map for cause-effect relationships)
## Colorado Teacher-Authored Sample Instructional Unit

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

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>The students may write a paragraph using the information on the graphic organizer and show the cause/effect relationship without using signal words</td>
</tr>
</tbody>
</table>

### 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 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*)
# Colorado Teacher-Authored Sample Instructional Unit

| Student Resources: | 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) |
| --- | --- |
| “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) |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process)  
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](http://www.fcrr.org/curriculum/PDF/G2-32-3Comp.3pdf) (Cause-effect match cards) |
| Expression (Products and/or Performance) | 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)  
The teacher may provide high-level text, such as “Autumn” by Emily Dickenson. |
| Expression (Products and/or Performance) | 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 |
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 students can then independently identify and analyze the cause and effect relationships of a given non-fiction/informational text. **[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. |
| | [http://www.educationoasis.com/curriculum/GO/cause_effect.htm](http://www.educationoasis.com/curriculum/GO/cause_effect.htm) (Graphic organizers for different types of cause-effect relationships) |
| | *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](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: | 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](http://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 |
### Colorado Teacher-Authored Sample Instructional Unit

<table>
<thead>
<tr>
<th>Extensions for depth and complexity:</th>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>The students may discuss and draw conclusions about what would happen if something interrupted the cause/effect chain</td>
<td>The students may complete a sequence chart of how things would look differently</td>
</tr>
</tbody>
</table>

### 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 that students can respond to and analyze the cause and effect relationships in the article/photograph.  

**[Understanding text, Responding to text, 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.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg](http://www.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg) (flood)
- [www.dogonews.com](http://www.dogonews.com)  [www.timeforkids.com](http://www.timeforkids.com)

**Student Resources:**
- [http://www.cherylelliottstudio.com/art_Illustration/illustration/CauseEffect1.jpg](http://www.cherylelliottstudio.com/art_Illustration/illustration/CauseEffect1.jpg) (Cause-effect cartoon)
- [http://www.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg](http://www.thehindu.com/multimedia/dynamic/01492/Chamoli_1492014g.jpg) (Flood)

*Students may keep their graphic organizers throughout the unit to have as a resource for the Performance Assessment.*

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?”)


Differentiation:
(Multiple means for students to access content and multiple modes for student to express understanding.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide support station graphic organizer filled out</td>
<td>The students may draw and label the cause and effect relationship on the graphic organizer</td>
</tr>
<tr>
<td>The teacher may model graphic organizer with step-by-step support as needed</td>
<td></td>
</tr>
<tr>
<td>The teacher may provide text on iPod orally read</td>
<td></td>
</tr>
<tr>
<td>The teacher may mindfully partner students so everyone has access to grade level text</td>
<td></td>
</tr>
<tr>
<td>The teacher may provide sentence starters and word banks</td>
<td></td>
</tr>
</tbody>
</table>

Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide a series of photographs on a topic</td>
<td>The students may offer an analysis of the series of photos</td>
</tr>
</tbody>
</table>

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 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:

Student Resources:
Text from prior Learning Experience
### Colorado Teacher-Authored Sample Instructional Unit

**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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may mindfully partner students so everyone has access to grade level text</td>
<td>The students may provide sentence starters and word banks to complete their writing</td>
</tr>
<tr>
<td>The teacher may model paragraph writing</td>
<td></td>
</tr>
</tbody>
</table>

**Extensions for depth and complexity:**

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>The students may write an expository paragraph using a different Learning Experience (exploring different cause and effects from a different situation)</td>
</tr>
</tbody>
</table>

**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](http://wildlife.state.co.us/Education/Pages/EdContacts.aspx) (Guest speaker contacts from DOW)
- [http://www.biologicaldiversity.org/campaigns/gray_wolves/infographic.html](http://www.biologicaldiversity.org/campaigns/gray_wolves/infographic.html) (Infographic on wolf population)
Student Resources:

- http://www.biologicaldiversity.org/campaigns/gray_wolves/infographic.html (Infographic on wolf population)
- 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.)

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may provide pre-populated graphic organizer</td>
<td>The students may provide a verbal response identifying cause-effect</td>
</tr>
<tr>
<td></td>
<td>The students may complete the graphic organizer</td>
</tr>
</tbody>
</table>

Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>The students may produce a paragraph explaining a cause-effect relationship in their own lives</td>
</tr>
</tbody>
</table>

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, 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](http://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](http://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** (e.g., addressing relocation of lynx) so that students can “close read” different texts from different authors and make connections between different articles.  

### 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.hcn.org/issues/154/4976](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](http://wildlife.state.co.us/WildlifeSpecies/SpeciesOfConcern/Mammals/lynx/Pages/Lynx.aspx) (lynx info from DOW)

### Student Resources:

- [http://www.hcn.org/issues/154/4976](http://www.hcn.org/issues/154/4976) (Lynx reintroduction article by High Country News...read aloud)

### 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:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher may pre-populate the graphic organizers</td>
<td>The students may work with partner on chart/graphic representation</td>
</tr>
</tbody>
</table>

### Extensions for depth and complexity:

<table>
<thead>
<tr>
<th>Access (Resources and/or Process)</th>
<th>Expression (Products and/or Performance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>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</td>
</tr>
</tbody>
</table>

### 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 (e.g., on wolves and relocation) so that students can analyze cause and effects in order to create persuasive arguments (pro and con). [Understanding text, 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:**

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.ihunderground.com/2012/02/28/jimenez-no-to-relocating-wolves/ (Article about decision to not relocate wolves)
http://www.iyi.org/issue/restoration-or-destruction-the-controversy-over-wolf-reintroduction/ (The controversy over wolf reintroduction)
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)
- The teacher may pre-populate the graphic organizers

### Expression (Products and/or Performance)
- The students may work with partner to complete the graphic organizer

## Extensions for depth and complexity:

### Access (Resources and/or Process)
- The teacher may provide a graphic organizer for two sides of the issue

### Expression (Products and/or Performance)
- 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.writedesignonline.com/organizers/sequence.html#probosolution](http://www.writedesignonline.com/organizers/sequence.html#probosolution) (Problem-solution)
### 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:
- **Access (Resources and/or Process)**
  - The teacher may pre-populate parts of the persuasive writing template
  - N/A

- **Expression (Products and/or Performance)**
  - 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