Instructional Unit Title: What Would Happen If….?

Colorado's District Sample Curriculum Project

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*]

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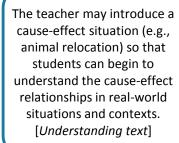
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The teacher may use poetry to review cause and effect signal words so that students can identify and explain the cause and effect relationships in this genre. [*Understanding text*]

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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*]
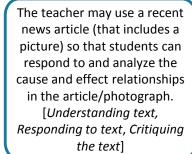
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Teacher may provide **a single informational** text (e.g., on animal relocation) so that students can do a "close read" to identify cause and effect relationships. [*Understanding text*, *Responding to text*]

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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*]

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The teacher may use the student work (e.g., from Learning Experiences #2–#4) to model the writing process of an informational paragraph so that students can produce a text explaining the cause and effect relationships from a chosen text. [*Producing text*]

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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*]

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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. [*Understanding text*, *Responding to text*]

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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*]

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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]*

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PERFORMANCE ASSESSMENT: 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.