Grade Level	3	**Content Area**	**English Language Arts-Reading—*Exploring Cause & Effect Using Expository Texts about Natural Disasters & Extreme Weather***
Course Title (grades 9-12 Only)	N/A		
Length of Unit	3-4 weeks—*Lessons & Sessions 20min-40min*	**Time of Year**	Fall—Winter (Oct-Dec)
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Ability to be attentive & engaged in lessons & presentations for 30-40 minutes. • 2nd-3rd level reading & decoding skills is preferred • Basic understanding of and experience with various types of reading texts and writing genres (narrative, fictional, explanatory, informational, persuasive) • Physical geography presentations, lessons & card materials • Some general knowledge of weather and weather patterns (storms, hurricanes, tornados, typhoons, etc.) and natural disasters (floods, forest fires, earthquakes, etc.) • Observation experiences—including recording & journaling activities • Previous experience working with a partner or in a group • Extensive background knowledge & experience with concrete models & structures for reading (e.g., 3-Part Card materials, graphic organizers and templates, such as webs, Venn diagrams, K-W-L charts, etc.)		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	**BACKGROUND** Language Arts are integrated and taught within the framework of our "cultural" curriculum (*"Cosmic Education"—see A.3 Program of Instruction*). The Montessori Language curriculum is holistic in its scope, and specifically addresses all areas of literacy development: **reading**—comprehension, vocabulary, word functions, etc.; **writing**—narratives, "mini-researches", journals, etc.; **speaking**—presenting what they've learned to others, cumulative projects, formal/informal oral presentations, etc.; **listening**—shared/read aloud of fiction/non-fiction, presentations, for comprehension, etc. Students are immersed in a language-rich environment where skills such as, word studies, phonics, sentence structure & analysis, are equally emphasized and taught within the context of all subject areas. Teaching reading within the cultural context is intentional because students at this stage of development are naturally curious about their environment, planet, universe, animals, other peoples, cultures, etc. This curiosity activates their "imagination" and fuels their motivation to learn. Our curriculum is in line with the CCSS, NCTE & IRS Standards. Arizona's CC reading standards call for establishing "a *staircase* of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school", the Montessori approach incorporates the *use of concrete reading and writing structures* (e.g., Graphic organizers & templates for organizing ideas, and other information.) State reading standards also call for methods of reading instruction that are focused on "a progressive development of reading comprehension" with more advanced levels of textual structures introduced and practiced, so that "each student advances through higher levels of learning and gains the most from what they read". Concrete models & structures of various genres of text, and is one of the core *concrete* reading materials used in our reading instruction. By this level students are beyond learning how to read and are now ***reading to learn*** about various subjects. They have had extensive practice and instruction in various structures & genres in reading and writing, and are now ready to present what they've learned in more complex and demanding formats. At this level much of the student's reading and writing activity is focused on research strategies & skills.		

	CURRICULAR SAMPLE-- GEOGRAPHY: "The Work of Air"—*Studies of Weather* Using selected non-fiction books about the "Work of Air", including extreme weather and natural disasters, throughout the year, the teacher will present shared reading experiences & mini lessons that model and illustrate successful reading and research strategies, and how they enhance learning more deeply in this area of geography. Students will continually practice composing questions and definitions; identifying the main idea and supporting details of a text; summarizing and paragraph composition strategies; etc. Graphic organizers will be modeled often as way to organize information (e.g., Webs, K-W-L charts, Venn diagrams, etc.). Student reading responses are assessed for mastery using the CCSS checklist for the *Integration of Knowledge and Ideas* cluster in the *Reading for Informational Text* standards. Students will practice and gain mastery of these skills by completing their own graphic organizers and "mini research" compositions in all areas of the curriculum. Observations and oral conversations are also used for assessing mastery, and are included in student assessment data. The "Work of Air" unit of geography introduces the characteristics and the observable consequences of our ever changing atmosphere. Lessons & presentations expand on previous knowledge gained from Gases & their properties studied earlier. This unit also introduces weather patterns, the seasons, and the wind's influence on ocean currents. The direct aim is to provide an impressionistic overview of the remarkable influence the movement of air has on our planet. The indirect aim is to introduce nomenclature and vocabulary specific to the area of study. For example, by sharing information about hurricanes students will be able to comprehend and understand the various environmental factors that play into creating various weather patterns. Students will read several trade books on hurricanes, and other weather patterns, in order to compose various types of informational text to share what they have learned with others. Specifically, this unit of lessons and activities helps 3rd grade students explore the nature and structure of expository texts that focus on cause and effect relationships. Students begin by activating prior knowledge about cause and effect; the teacher then models discovering these relationships in a text and recording those found on a graphic organizer. Students work in small groups to apply what they learned using related books about extreme weather and natural disasters. They will participate in a writing extension where they compose paragraphs outlining the cause-and-effect relationships discovered in their texts. **STUDENT OBJECTIVES** Students will ✓ *Access prior knowledge by identifying what they know about cause-and-effect relationships* ✓ *Gain knowledge by defining cause and effect, learning key words that indicate cause-and-effect relationships in expository text, and reviewing a text containing these relationships during a whole-class exercise* ✓ *Apply what they have learned about cause and effect and demonstrate comprehension of it by locating cause-and-effect relationships within expository text, recording these findings on two graphic organizers, and then using the organizers to write a paragraph*
Standard Number and Description *List the Number* and full description for the required Standard.*	**3.RI.8** Grade: 3 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,

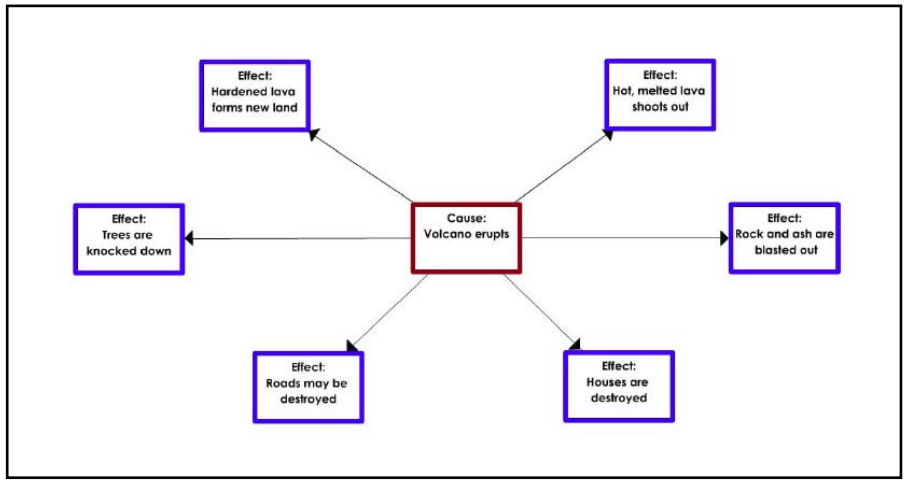
	first/second/third in a sequence).
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	**Assessment for this standard:** ✓ Working as a buddy pair, students will select a book about the topic to read and review for cause-and-effect relationships. They will complete a graphic organizer, then assess how they did using the the *Cause-and-Effect Graphic Organizer Rubric*. They will meet with the teacher to discuss their work & progress. ✓ The teacher will also complete the 3rd Grade Reading CCS-Informational Text Student Progress Checklist at the end of the unit. **Specifically—items 7-9 in the *Integration of Knowledge and Ideas* cluster.** **Related Assessment Activities:** Informally assess students' comprehension of cause and effect by observing the discussions and interactions throughout the lessons and check for understanding of cause & effect relationships & patterns, the ability to identify key words & vocabulary associated with the text structure. Provide ongoing support based on observations.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable*	✓ The students will assess their graphic organizers with the ***Graphic Organizer Rubric*** (sample attached). The rubric defines skills using a 1-3 point range for skills. The total possible is 12 points, with "mastery" considered with a score of 10 points. ✓ The **3rd Gr. Reading CCS checklist** (sample attached) is scored by the teacher at the end of the unit. Each standard is rated as 1=Struggling; 2=Developing & Approaching; ***3=Proficient & Mastered***.
Materials/Resources Needed	**MATERIALS AND TECHNOLOGY** *Danger! Volcanoes* by Seymour Simon (SeaStar Books; 2002) Classroom collection of nonfiction books, texts about extreme weather and natural disasters. Computer with Internet access Overhead projector Large chart paper w/markers for demonstration charts **STUDENT INTERACTIVES** (*source: ReadWriteThink.org*) Student Interactive | Organizing & Summarizing **Essay Map** The Essay Map is an interactive graphic organizer that enables students to organize and outline their ideas for an informational, definitional, or descriptive essay.

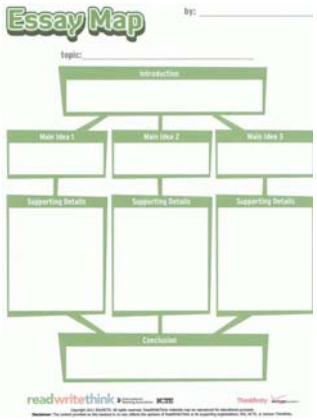
	 Student Interactive | Organizing & Summarizing **Webbing Tool** The Webbing Tool provides a free-form graphic organizer for activities that ask students to pursue hypertextual thinking and writing. **PRINTED COPIES FOR STUDENTS** ✓ Blank Graphic Organizer ✓ Cause-and-Effect Graphic Organizer Rubric ✓ Cause-and-Effect Paragraph Rubric (sample attached) ✓ Sample Paragraph ✓ Sample Graphic Organizer for *Danger! Volcanoes* (sample attached)

Standard Number*: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1 Group Session	**Locate key words that signal cause-and-effect relationships. These words include *cause*, *effect*, *because*, *if*, and *then*.** 1. Activate prior knowledge about cause and effect by suggesting that a student (or pair of students) act out what happens when he or she eats too much too quickly or when he or she does not get enough sleep. *2.* When the student is finished ask the group what the end result is (i.e., a stomachache); explain that this is the effect. Ask students to tell you what has caused this effect (i.e., shoveling in large amounts of food). Ask students what they think a cause-and-effect structure is, soliciting examples that you write on the board or chart paper. Additional discussion questions include: *Where do they think they might see cause and effect? What type of book or text might contain this kind of structure?* 3. Introduce the graphic organizer using the organizer you prepared on chart paper. Discuss the importance of organizing ideas and concepts from informational text. Ask students questions such as: *How will creating this graphic organizer help us to understand what we read?* *Will this graphic organizer help us to better remember the information?* *How might we show cause-and-effect relationships on a graphic organizer?* *4.* As you begin the reading aloud of *Danger! Volcanoes* by Seymour Simon, model the thought process behind discovering cause-and-effect relationships. For example, say something like*, "As I begin reading Danger! Volcanoes, I see that there are lots of interesting pictures of volcanoes in this book. I bet I will learn some new information about volcanoes when I read this book."* After reading the second page of the book say, *"I wonder what causes the volcano to erupt? I bet I will learn that when I read further."* After reading the next page say, *"I see a key word that makes me think there is a cause-and-effect relationship on this page. The word cause tells me that there is a cause-and-effect relationship described here. The eruption of the volcano can cause dangerous slides of lava, rock, ash, mud, and water.'"*	

	5. After a little time, ask students to think about other cause-and-effect relationships they can find as you finish reading the book aloud to them. 6. Fill in the graphic organizer by guiding students to share the cause-and-effect relationships they heard while listening to the book. Ask guiding questions such as, *"What happens after a volcano erupts?"* and *"Do different types of volcanoes act differently when they erupt?"* This should spark some ideas about cause-and-effect relationships that you can then add to the web. (**NOTE:** after the lesson type the information recorded on the chart version onto the *ReadWriteThink* Webbing Tool, print and save copy for future lesson sample and review). 7. After completing the organizer, review the key words that signal a cause-and-effect relationship (e.g., *if, so, so that, because of, as a result of, since, in order to, cause, and effect*) Record the words on chart paper for future reference.	
2 Computer Lab Lesson	*NOTE: Display the graphic organizer and list of key words generated in the 1st session for review as part of lesson introduction. Will also need teacher-selected text samples.* 1. Distribute the *Cause-and-Effect Graphic Organizer Rubric* and review it with students. Explain that you will use it to assess the organizers they create in their research pair and that they will be using their graphic organizers to write paragraphs towards the end of the unit. 2. Students for buddy pairs and read different examples of expository text about natural disasters. Ensure one of the students has appropriate reading level. Working with a buddy or in a small group allows mentoring opportunities whereby students help each other discover cause-and-effect relationships. Groups, if used in this unit, should be no more than 4 students. 3. Using a sample book, the teacher models the discovery of cause-and-effect relationships within the text & records them. If time permits, may want to facilitate a short discussion about their ideas, or have buddy pairs read their selected book for the first time. 4. Circulate while groups are working to provide support and answer questions as necessary. 5. Students should print out one copy of their organizer for each group member when they finish. Tell them that they will be using their graphic organizers to write a paragraph later in the process.	Supported Activity: Schedule a minimum of 2 additional 30- to 45-minute sessions at the computer for the teacher to model and support the first time through the interactive. Bookmark the Webbing Tool and the Essay Map for easy student access. Assignment: Buddy pairs read their selected text from session and record the cause-and-effect relationships they encounter in the *ReadWriteThink Webbing Tool*. Groups should find at least four cause-and-effect relationships from their text.
3 Group Discussion	After all buddy pairs have completed their graphic organizers come together and discuss the findings. Each group may share an example of a cause-and-effect relationship from their book. Ask students about the key words they found in their text. Record any new ones on the word chart. Possible questions for discussion:	Assignment: Buddy pairs meet and read their selected book 3rd time. Revise & finalize organizer.



	✓ *How many cause-and-effect relationships did you find in your book? Can you share one example?* ✓ *What key words made you think that this was a cause-and-effect relationship?* ✓ *What reasons or points did the author give that made you think your example is a cause-and-effect pattern?* ✓ *How will these words help you to think about cause-and-effect relationship in books you read in the future?*	Group Activity: Review the Graphic Organizer Rubric with the group, then have buddy pairs complete a rubric for their completed organizer.
3	1. Bring the whole group together. Using an overhead transparency, review the *Sample Paragraph* and the *Cause-and-Effect Paragraph Rubric*. 2. Review the *Essay Map* and discuss/model how to use the tool to map out their paragraphs. 3. Provide individual copies of the sample paragraph & rubric. Students may take notes on these copies and will keep them in their language folder. 4. On the overhead copy, highlight all of the required elements present in the sample paragraph: ✓ They should write *the first sentence* of their paragraph in the *Introduction* box. ✓ They should list the *three cause-and-effect relationships* in the boxes labeled Idea 1, Idea 2, and Idea 3. ✓ If they want to write *a supporting detail for each idea*, they can do so in the appropriate boxes (this is not required for the purposes of assessment). ✓ They should write *a concluding sentence* in the Conclusion box. When they are done, they should *print their maps* which will become part of their learning portfolio.  **SAMPLE PARAGRAPH** Have you ever thought about what makes a volcano erupt or what happens afterward? The book, *Danger! Volcanoes* by Seymour Simon, describes many cause-and-effect relationships. When the temperature rises deep under the Earth's crust, it becomes hot enough to melt rock and turn it into magma. Sometimes this melted rock blasts through the Earth's surface, which causes rock, ash, and deadly gases to fly into the air. The lava that flows out of the volcano can knock down trees and destroy houses and even whole towns. Although volcanoes can cause lots of destruction, the volcano's eruption also creates new land. Many times this new land forms an island in the ocean. You might even live on land created by a volcano!	Assignment: Students work on completing their essay maps during open work time. Final Assignment: Buddy pairs use the information on their graphic organizers to compose developed and organized paragraphs that include information about at least three cause-and-effect relationships from their expository text.

Paste Summative Assessment Here:

3rd Grade RDG CCS --*Informational Text* Student Progress Checklist	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Key Ideas and Details	**RATING & NOTES**
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RI.1)	
2. Determine the main idea of a text; recount the key details and explain how they support the main idea. (3.RI.2)	

2. 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. (3.RI.3)	
Craft and Structure	
3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.RI.4)	
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.RI.5)	
6. Distinguish their own point of view from that of the author of a text. (3.RI.6)	
Integration of Knowledge and Ideas	
7. The student is able to effectively use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate their comprehension of the text (e.g., where, when, why, and how key events occur). (3.RI.7)	
8. The student is able to identify, organize and describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison of similarities & differences, cause & effect relationships, sequence & order of events). (3.RI.8)	
9. The student is able to compare and contrast the most important points and key details presented in two texts on the same topic. (3.RI.9)	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (3.RI.10)	
a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (AZ.3.RI.10)	
Student Learning Plan Notes:	**TOTAL**

Paste Answer Key/Scoring Rubric Here:

Cause-And-Effect Graphic Organizer Rubric	
Student(s):	Date:
Book Title:	Main Topic/Idea:
Author/Illustrator:	

	3 Points	2 Points	1 Point	POINTS
Cause-And-Effect Relationships	We found at least three cause-and-effect relationship and recorded them on our graphic organizer.	We found 1-2 cause-and-effect relationships and recorded them on our ogranizer.	We did not find any cause-and-effect relationships in our book and needed help.	
Key Words (signal words)	We identified at least 3 "key words" that helped us know it was a cause-and-effect relationship.	We could only find 1-2 key words that confirmed our cause-and-effect relationship.	We had trouble finding key signal words without help.	
Clear Description	Our descriptions of the cause-and-effect relationships are clearly related to the topic and easy to understand.	Our descriptions of the relationship might be a little confusing, unclear, or out of order which makes it harder to understand. We did connect to the topic.	We needed help to complete our descriptions. Our descriptions did not make sense, or were unclear.	
Language Conventions	We have no capitalization, spelling, or punctuation errors. Our writing is easy to read.	We made a few capitalization, spelling and/or punctuation mistakes and/or it might be hard to read.	We made a lot of capitalization, spelling, and/or punctuation mistakes and/or it was hard to read.	
COMMENTS			**Total Score:**	