Grade Level	**Content Area**	**Course Title** *(9-12 Only)*	**Unit Title**
7	Writing	N/A	Writing The Cause and Effect Essay
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
1 week	Quarter 2 (December)	Students should have a working knowledge of the writing process, proofreading symbols, peer revision, and the parts of an essay. Students should be familiar with constructing a variety of sentences. Students will know how to write informative/explanatory texts to examine a topic and convey information through the selection, organization, and analysis of relevant content. Students will know how to introduce a topic, organize ideas, concepts, and information using strategies. Students can use formatting elements and graphics, develop the topic, use transitions, use appropriate language and vocabulary, maintain a formal style, and write a conclusion.	

Unit Description

This unit will allow students to understand cause and effect relationships by analyzing how these relationships can lead to better problem-solving. Students will research the causes and effects related to a teen issue of their choice. Students will then incorporate their research into a cause and effect essay that requires them to use the writing process to incorporate the traits of effective writing as described in the Common Core State Standards for English Language Arts.

Strand(s), Concept(s), and PO(s)

List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.

Common Core Domain: Writing (7.W)

- CC Cluster: Text Types and Purposes.
  - CC Standard 7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    - 7.W.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect.
    - 7.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    - 7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    - 7.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - 7.W.2.e. Establish and maintain a formal style.
    - 7.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Summative Assessment *Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs.*	Students will demonstrate mastery of objectives on the following assessment: • An informative essay that measures level of mastery for CC Standard 7.W.2.a-f: • Please refer to "Appendix A" for a copy of the summative assessments and rubric.
Assessment Scoring *Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.*	Informative Essay: • Scored with a rubric; total of 70 points (please see Appendix A) Grading Scale: • Based on the rubric score, the essay will be assigned a grade based on the following scale: o 63-70=A, 56-62=B, 49-55=C, 42-48=D, 41and below=F Criteria for Mastery • The minimum score for student mastery is 80% (56/70 rubric score). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.
Materials/Resources Needed *(Include all items for the entire unit.)*	White board; overhead projector; formal language transparency; transitions transparency; computer lab; word processor; pencils and paper.

Lesson Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Objective: • 7.W.2.a.1. Introduce a topic clearly, previewing what is to follow. Anticipatory Set: • Journal Entry: What things in your life have an affect on you? • Discuss responses.	Objective: • 7.W.2.a.2. Organize ideas, concepts, and information using strategies. • 7.W.2.b. Develop the topic with relevant facts, examples, definitions, concrete details, quotations, or	Objective: • 7.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented. Anticipatory Set: • Journal Entry: What	Objective: • 7.W.2.d. Use precise language and domain-specific vocabulary. • 7.W.2.e. Establish and maintain a formal style. Anticipatory Set: • Journal Entry: Write a short letter to a	Objective: • 7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Anticipatory Set: • Journal Entry: What can

Input: • Review what a cause and effect essay is. • Explain that cause and effect essays generally emphasize one side or the other. • Outline how to brainstorm, choose a topic, and write an introduction. • Review the structure of an introduction. • Review the use of a thesis to state a topic and preview the ideas of an essay. Model: • Use journal responses to model webbing on the board and choose a topic from the webbed ideas. • List one cause and one effect for the topic (e.g., a cause and effect of having a dog). Check for Understanding: • Call on students to supply additional causes for the	other information. Anticipatory Set: • Journal Entry: What causes so many people to eat junk food? What are the effects of this? • Discuss responses. Input: • Review the structure of a body paragraph (main idea + supporting sentences). • Explain the use of cause-and-effect as a strategy for developing main ideas. • Explain how to expand main ideas using supporting sentences with examples, facts, details, and evidence. Model: • On the board, using the pet example, show students how to focus on causes. • Write three main ideas. • For one main idea, show how to expand ideas	causes pollution? What are the effects of this? • Discuss responses. Input: • Review the functions of the conclusion • Explain how to restate the thesis, restate main ideas, and provide a sense of closure. Model: • On the board, write the pet thesis and main ideas. • Rephrase these ideas and add a concluding thought to show how the conclusion summarizes the information presented. Check for Understanding: • Call on students to provide other ideas for rephrasing the main ideas. • Call on students to provide other examples of a concluding thought.	kindergartener telling them about the causes and effects of eating candy. • Discuss responses. Input: • Review word choice, diction, and vocabulary in essay writing. • Review the use of formal style in essay writing, including use of third person perspective and avoidance of conversational slang. Model: • Review the process of revision and editing. • Show examples of revision on the overhead • Write guidelines for revising on the board. Check for Understanding: • On the overhead, put a model paragraph that contains obvious errors in diction, point of view, and vocabulary. • Call on students to assist	recognizing causes and effects teach us? • Discuss responses. Input: • Review the use of transitions to improve the clarity and flow of writing. • Show a list of transition words on the overhead. Model: • On the overhead, put a model paragraph that requires transitions. • Call on students to assist with adding transitions while providing guidance and suggestions. Guided Practice: • Instruct students to add appropriate transitions to their rough drafts. • Go to the computer lab. • Instruct students to type and save the final draft of their cause and effect essay.

model topic. • Call on students to supply additional effects for the model topic. Guided Practice: • Have students work in pairs to write an introduction for this topic that Gets Attention, Sets Context, and States a Thesis (Topic + Preview). • Discuss examples. Closure: • Discuss standard 7.W.2.a and how it will be used on the grading rubric for the essay Independent Practice: • Provide a list of topics and instruct students to choose a topic and a focus. • Assign students to independently write an introduction for their essay that Gets Attention, Sets Context, and States a Thesis (topic + preview).	with examples, facts, detail, and evidence. Check for Understanding: • Call on students to assist with expanding the remaining two main ideas in the example. Guided Practice: • Ask pairs of students to write three main ideas that focus on the effects of having a pet. • Have students develop ideas with supporting sentences. • Review responses. Closure: • Discuss standard 7.W.2.b and how it will be used on the grading rubric for the essay Independent Practice: • Assign students to independently write 3 body paragraphs that have a main idea and supporting sentences for their chosen topic.	Guided Practice: • Divide students into pairs. • Ask students to rephrase the thesis and three main ideas that focus on the effects of having a pet. • Review responses as a class. Closure: • Discuss standard 7.W.2.f and how it will be used on the grading rubric for the essay Independent Practice: • Assign students to independently write a conclusion for the individual essay • The conclusion should restate the thesis, restate the main ideas, and add a concluding thought.	with making revisions while providing guidance and suggestions. Guided Practice: • Have students work in pairs to complete an assignment on essay style. • Emphasize the importance of editing for proper diction, point of view, and vocabulary. Closure: • Discuss standard 7.W.2.d and 7.W.2.e and how they will be used on the grading rubric for the essay Independent Practice: • Assign students to independently write a rough draft of their essay to bring to the next class.	Check for Understanding: • Students will submit final draft of essay to be assessed with a standards-based rubric (see Appendix A). Closure: • Discuss standard 7.W.2.d and 7.W.2.e and how they will be used on the grading rubric for the essay Independent Practice: • Have students print an extra copy of the final draft and assign students to discuss their essays with parents and receive written feedback.

Student Activities				
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
During this lesson, students will do the following activities to master Common Core Standard 7.W.2.a: • Write in a journal to make personal connections to the cause and effect concept. • Review and discuss a cause and effect essay. • Learn through explicit instruction and modeling about the structure of an introduction and how to write an introduction. • Practice brainstorming and webbing for ideas. • Practice writing an introduction that Gets Attention, Sets Context, and States a Thesis (Topic + Preview). • Discuss the standard being addressed. • Apply knowledge by independently selecting a topic and writing an introduction.	During this lesson, students will do the following activities to master Common Core Standard 7.W.2.a-b: • Write in a journal to reflect on concepts related to writing a cause and effect essay. • Review and discuss causes and effects as it relates to the development of ideas in body paragraphs that contain main ideas and supporting sentences. • Learn about the use of examples, facts, detail, and evidence in developing main ideas. • Apply knowledge by generating main ideas and developing them with support sentences. • Discuss the standard being addressed. • Independently write essay body paragraphs that contain main ideas and support sentences.	During this lesson, students will do the following activities to master Common Core Standard 7.W.2.f: • Write in a journal to reflect on concepts related to writing a cause and effect essay. • Learn through explicit instruction and modeling how to write conclusions that restate the thesis, restate main ideas, and provide closure. • Work cooperatively to practice writing a conclusion when given a thesis and main ideas. • Apply knowledge by writing a sample conclusion that restates the thesis, restates main ideas, and provides a sense of closure. • Discuss the standard being addressed. • Independently writing a conclusion to the cause/effect essay.	During this lesson, students will do the following activities to master Common Core Standard 7.W.2.d-e: • Write in a journal to practice cause and effect logic in a simulated situation. • Learn about essay language conventions (diction, vocabulary, and formal style). • Review the process of peer revision and proofreading. • Practice revision in a sample activity • Complete an essay style assignment that emphasizes editing for proper diction, point of view, and vocabulary. • Discuss the standard being addressed. • Independently write a rough draft to the individual cause/effect essay.	During this lesson, students will do the following activities to master Common Core Standard 7.W.2.c: • Write in a journal to reflect on the value of recognizing cause and effect. • Learn about sentence-level and essay-level transitions and their impact on the clarity and flow of writing. • Participate in a group activity on transitions. • Apply knowledge by independently incorporating transitions into their own writing. • Write a final draft of a cause and effect essay that meets the standards discussed in class. • Discuss the standard being addressed. • Discuss final draft with adults for feedback and insights related to the finished essay.

Appendix A

Cause and Effect Essay Grading Rubric				
Standard	***1. Falls Below (1 pt. each)***	***2. Approaches (5 pts. each)***	***3. Meets (9 pts. each)***	***4. Exceeds (10 pts. each)***
7.W.2.a. Introduce a topic clearly, previewing what is to follow.	The introduction has no clear topic or preview.	The introduction contains a topic, but no preview of main ideas.	The introduction clearly states the topic, but the preview is limited.	The introduction clearly states the topic and clearly previews the main ideas.
7.W.2.a. Organize ideas, concepts, and information, using strategies.	The main ideas are unorganized with no clear strategy.	The main ideas are somewhat organized, but there is no clear strategy.	The main ideas are organized and the strategy is fairly clear.	The essay has a clear organizing strategy and logically organized ideas.
7.W.2.b. Develop the topic with relevant facts, examples, definitions, details, and quotes.	Main ideas and supporting facts are mixed, irrelevant, or ineffective.	Main ideas have some supporting facts, but the information is incomplete.	Main ideas are supported with facts, although some of the facts may be general.	Main ideas are well-supported with specific, varied, and detailed information
7.W.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas.	The essay does not use transitions.	The essay includes transitions that are used incorrectly or ineffectively.	The essay uses transitions that noticeably aid the flow and clarity of the essay.	The essay uses a variety of highly effective transitions at sentence & paragraph levels.
7.W.2.d. Use precise language and domain-specific vocabulary.	The essay does not use precise, strong, specific, or appropriate language.	The essay shows limited or erroneous use of precise language and vocabulary.	The essay uses precise language and appropriate vocabulary.	The essay uses a variety of precise, vivid words and effective vocabulary.
7.W.2.e. Establish and maintain a formal style.	Writing style is informal or excessively conversational	Formal style is attempted, but the essay has informal or conversational elements.	The essay is written in a formal style suited to a classroom activity.	The essay uses a polished formal style, with exceptional diction & tone.
7.W.2.f. Provide a concluding statement or section that follows from and supports the essay.	The conclusion is missing or substantively incomplete.	There is some attempt at a conclusion that is incomplete or ineffective at bringing closure.	The conclusion effectively summarizes main points and supplies a competent sense of closure.	The essay has a conclusion that effectively summarizes ideas and leaves a powerful impression.

Criteria for Mastery: The minimum score for student mastery is 80% (56/70 rubric score). Students who do not achieve mastery will receive additional instruction, then re-assessed to determine if the material has been mastered.

Grading Scale: 63-70=A; 56-62=B; 49-55=C; 42-48=D; 41and below=F