NOTE TO TEACHER

The following pages are intended as a teacher resource to help you understand key components for building the skill for identifying and responding to Cause and Effect.

Strand: Analysis
Reading Target LA08 and IA18
See EALR 2.3.1

MATERIALS AT A GLANCE

Purpose, Skills Required, Benefits, Questions
Real-Life Examples, T-Chart
Signals Words
Using a Comma Correctly
Diagram
Flow Map/Chain of Events
Implied Cause & Effect Relationships
Timeline
Using Think-Alouds
Recognizing Text Structure
Responding to Cause & Effect Questions
Resources

DO

Use portions that you consider needed for instructional purposes. Make copies or project with an in-focus. Feel free to insert sentences of your own in the examples. Find picture books and grade level texts with cause and effect to personalize your instruction.

Use the teacher model (“I do”), student guided practice (“we do”), and student independent practice (“you do”) steps to instruction before evaluating students (“you show”).

Please do not use as these materials as worksheets from page-to-page. Include hands-on activities, such as cards to sort into T-Charts or Flow Maps.


**Reading Target: ** *Cause & Effect*

Explain that you will be teaching students how to recognize **cause/effect** relationships in their reading. A **cause** is the reason (why) something happened. The **effect** is the result, or what happened.

**What is the Purpose of Cause and Effect?**
- To recognize relationships between main ideas/events and results
- To make connections within a selection or between parts of text
- To make reasonable or likely predictions and inferences
- To draw accurate conclusions
- To develop the skill of analyzing concepts of a discipline and hypothesizing the relationships between those concepts

**Skills Required for Cause and Effect**
- Identify and use words that signal cause/effect relationships
- Distinguish between cause and effect
- Identify a single cause or multiple causes
- Identify a single result/effect or multiple results/effects
- Identify situations where there is a chain reaction
- Use background knowledge

**Benefits of Cause and Effect**
- Increases your ability to analyze situations which is a critical thinking skill
- Increases your ability to more deeply comprehend text when reading
- Helps with everyday situations when you solve problems and make decisions
- Helps you with long-range planning
- Interjects more interest in Literature, Science, and Social Studies because you think more about possibilities rather than just memorizing the answers to fact-based questions
- Leads you to asking deeper questions about content material
- Useful in science, social studies—found throughout science and social studies standards
- Trains you to produce logical hypotheses based on evidence and logic

**Questions for Cause and Effect**
- What happens when (action)?
- Explain why (event) happened.
- How did the character’s experience influence the character’s growth or development?
- What problem does the character face? What are three events that happened as a result of the problem?

**Real-life Examples of Cause and Effect**
**Cause & Effect: T-Chart**

**Teacher Model**
Questions can be asked to distinguish between cause and effect. To determine causes, ask, “Why did this happen?” To identify effects, ask, “What happened as a result of this?” The following is an example of one cause producing one effect.

**Example: One cause producing one effect**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat Tire</td>
<td>Can't ride bike</td>
</tr>
</tbody>
</table>

Sometimes, a single cause may result in many effects.

**Example: One cause producing multiple effects**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snowstorm</td>
<td>• School is cancelled</td>
</tr>
<tr>
<td></td>
<td>• Road conditions are hazardous</td>
</tr>
<tr>
<td></td>
<td>• People can build snowmen</td>
</tr>
<tr>
<td></td>
<td>• People can sled down slopes</td>
</tr>
</tbody>
</table>

Other times, many causes contribute to a single effect.

**Example: Multiple causes producing an overall effect**

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading assigned passage</td>
<td>Better grade in subject</td>
</tr>
<tr>
<td>• Listening in class</td>
<td></td>
</tr>
<tr>
<td>• Taking notes</td>
<td></td>
</tr>
<tr>
<td>• Doing homework</td>
<td></td>
</tr>
<tr>
<td>• Asking questions</td>
<td></td>
</tr>
</tbody>
</table>

**Note to Teacher: Importance of Background Knowledge**
To be able to identify cause and effect, the student must possess background knowledge about the possible relationships between the causes and its possible effects. This means there must be some basic conceptual knowledge. To illustrate, for the teacher, when reading an article about the Industrial Revolution that had a statistic on decreased life expectancy, it could be inferred that the cause was poor conditions in factories and unhealthy living quarters. This inference could be drawn from having seen pictures or a movie relating to that period. Likewise, when an earthquake happened, knowledge of plate tectonics could be used to infer its cause. These examples, show that we cannot teach cause and effect in a vacuum. Students need to have adequate understanding of the social, political, physical, and psychological principles that bring about—and result from—change in the world.
Cause & Effect: T-Chart

Guided Student Practice
Individually or in pairs, think of a real-life single cause (problem) and its effects. Make T-charts like the ones below. Remember to ask yourself: “Why did this happen?” and “What happened because of this?” Be ready to share with members of the class.

Example: One cause producing one effect

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now think of a single cause may result in many effects.

Example: One cause producing multiple effects

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This time think of many causes that contribute to a single effect.

Example: Multiple causes producing an overall effect

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
More Guided Student Practice

Individually or in pairs, read the following single cause (problem) and its effects. Make T-charts like the one below. Remember to ask yourself: “Why did this happen?” and “What happened because of this?” Be ready to share with members of the class.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orcas are known as killer whales, because they surround their prey to attack.</td>
<td>Known as killer whales</td>
</tr>
<tr>
<td>Wind carries dandelion seeds</td>
<td>Dandelion plants spring up in new places.</td>
</tr>
<tr>
<td>Less hours of sunlight</td>
<td>First day of winter is longest day</td>
</tr>
<tr>
<td>Roots grab deep into the soil</td>
<td>Grasses help protect slopes from mudslides</td>
</tr>
<tr>
<td>Valley flooded</td>
<td>Roads across the valley were damaged</td>
</tr>
</tbody>
</table>

Examples: One cause producing one effect

1. Orcas are known as killer whales, because they surround their prey to attack.
2. Because the wind carries dandelion seeds, dandelion weeds spring up in new places.
3. The first day of winter is the longest day, because there are less hours of daylight.
4. Because roots grab deep into the soil, grasses help protect slopes from mudslides.
5. The valley flooded; consequently, roads across the valley were damaged.
Signal Words for Cause & Effect

Teacher Model
The cause-and-effect relationship is important for understanding what is being read, as a format for writing, and as a way of thinking.

There are words we use that signal cause and effect situations or relationships. When reading, look for some of the following words used as conjunctions to express cause and effect.

<table>
<thead>
<tr>
<th>For Causes</th>
<th>For Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>consequently</td>
</tr>
<tr>
<td>since</td>
<td>therefore</td>
</tr>
<tr>
<td>for</td>
<td>thus</td>
</tr>
<tr>
<td>one cause is</td>
<td>as a result</td>
</tr>
<tr>
<td>due to ( + a noun phrase)</td>
<td>so</td>
</tr>
<tr>
<td>because of ( + a noun phrase)</td>
<td>for this reason</td>
</tr>
<tr>
<td>as</td>
<td>this led to</td>
</tr>
<tr>
<td>if</td>
<td>then</td>
</tr>
</tbody>
</table>

When writing about cause and effect relationships, there are two things you must be careful of when using these conjunctions.

First, the cause and effect must be ordered correctly.

**Example: Cause and effect ordered correctly**

Mandy closed the window because the weather had become colder.

The cause is the fact that the room is cold. The effect is Mandy’s act of closing the window. The conjunction because is placed in the correct position here, which is right before the cause.

**Example: Cause and effect ordered correctly**

Because the weather had become colder, Mandy closed the window.

Similarly, the conjunction because is correctly placed before the part of the sentence that expresses the cause, even though the subordinate clause because the weather outside had become colder is now at the beginning of the sentence.

**Incorrect Example: Cause and effect not ordered correctly.**

The weather had become colder because Mandy closed the window.

Even though the above sentence is grammatically correct, it does not make sense because the weather is not influenced by a person opening or closing a window.
Using a Comma Correctly When Signaling Cause & Effect

Second, it is important that commas are used correctly. Conjunctions such as *therefore, consequently, as a result,* and *for this reason* are usually followed by a comma, as in the following examples.

**Examples: Conjunctions followed by a comma**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weather had become colder; therefore, Mandy closed the window.</td>
</tr>
<tr>
<td>The weather had become colder. Therefore, Mandy put on her coat.</td>
</tr>
<tr>
<td>The weather had become colder. Consequently, Mandy added her scarf.</td>
</tr>
<tr>
<td>A blizzard hit the town. As a result, the schools were closed.</td>
</tr>
</tbody>
</table>

The adverbial clause conjunctions *since* and *because* are exceptions. These are attached directly at the beginning of the cause-sentence without a comma. The comma is placed at the end of the subordinate clause.

**Examples: Comma after an adverbial clause conjunction**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because the weather had become colder, Mandy closed the window.</td>
</tr>
<tr>
<td>Since the weather had become colder, blizzard warnings were in effect.</td>
</tr>
</tbody>
</table>

The coordinating conjunction *so* is also different from the examples above. This conjunction has a comma before it.

**Examples: Comma before the conjunction so**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weather was warm, so Josh turned on the air conditioner.</td>
</tr>
<tr>
<td>The weather was cold, so Mandy made sure she took her gloves.</td>
</tr>
</tbody>
</table>

In formal academic writing, it is incorrect to use *so* at the beginning of a sentence.

**Incorrect Examples: A sentence should not begin with so**

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The weather was warm. So Josh turned on the air conditioner.</td>
</tr>
<tr>
<td>The weather was cold. So Mandy made sure she took her gloves.</td>
</tr>
</tbody>
</table>
More Sample Sentences Using Signal Words

Teacher Model: (continued)

Examples: Notice how *because* can be used with a variety of tenses based on time

<table>
<thead>
<tr>
<th>Examples: <em>because</em> can be used with a variety of tenses based on time</th>
</tr>
</thead>
<tbody>
<tr>
<td>He received a high score on the test <em>because</em> he studied for several hours.</td>
</tr>
<tr>
<td>I'm studying today after school <em>because</em> I want to meet standard on the test.</td>
</tr>
<tr>
<td>Jerry works a lot of overtime <em>because</em> his rent is so expensive.</td>
</tr>
<tr>
<td><em>Because</em> he worked late, we had dinner at nine o'clock.</td>
</tr>
</tbody>
</table>

Examples: Words meaning the same as *because*

<table>
<thead>
<tr>
<th>Examples: Words meaning the same as <em>because</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Since</em> he loves drawing so much, he decided to take an art class on the weekend.</td>
</tr>
<tr>
<td>(informal spoken English)</td>
</tr>
<tr>
<td>They had to leave early <em>since</em> their plane departs at 7:00 a.m.</td>
</tr>
<tr>
<td>(informal spoken English)</td>
</tr>
<tr>
<td><em>As long as</em> you have the time, why don't you come over for lunch?</td>
</tr>
<tr>
<td>(informal spoken English)</td>
</tr>
<tr>
<td><em>As we are leaving early in the morning, you had better get some sleep.</em></td>
</tr>
<tr>
<td>(more formal written English)</td>
</tr>
</tbody>
</table>
Signal Words for Cause & Effect

**Guided Student Practice:**
Individually or in pairs, read through the following sentences and decide what the cause is and what the effect is. Write your response for each item in a T-chart.

**Examples: Signal words in sentences**

1. We observed the crocodile as it stalked the raccoon.
2. As a result of the noise we made, the rabbit bolted.
3. Since the power lines were down, we lit candles for light.
4. Due to the freezing conditions, we watched for ice on the road.
5. I read often. Consequently, my reading fluency rate is high.

**More Guided Student Practice:**
Individually or in pairs, skim through a given selection or story to find signal words that identify cause and effect relationships. Read carefully before and after the sentence to determine the cause and effect the author is stating or implying. Then make a T-chart to identify the cause and effect. Be ready to share in class.

**Independent Student Practice:**
Individually skim through a selection or story that you are reading for independent practice to find signal words that identify cause and effect relationships. Read carefully before and after the sentence to determine the cause and effect the author is stating or implying. Then make a T-chart to identify the cause and effect. Be ready to share in class.
Teacher Model:
Situations in the real world may have single cause and multiple effects which can be restated as an overall effect. Think about the issue of smoking. You can probably think of at least three different results or effects that smoking has on the body.

![Diagram of cause and effect for smoking]

- **Cause:** Smoking
- **Effect:**
  - Toxins in the lungs
  - Lowered oxygen intake
  - Stained teeth

**Overall Effect:** Decreased health and possible disease and/or premature death.

Note: This diagram can also be presented horizontally with the cause on the left and effects on the right.
Guided Student Practice:

Individually or in pairs, think of a single cause problem and its effects. Fill in the diagram below. Be ready to share with members of the class.

More Guided Student Practice

Given an article or story to read, in pairs or individually skim the selection for signal words that identify cause and effect relationships. Read parts of the selection before and after the signal words to better understand the relationship and to analyze the point the author is making. Make a cause and effect Diagram. If there is an overall effect, state that as well.

Independent Student Practice:

Independently skim a section of a social studies text, science text, or informational article for signal words that identify cause and effect relationships. Copy the sentence(s). Read parts of the selection before and after the signal words to better understand the relationship and to analyze the point the author is making. Make a cause and effect Diagram. If there is an overall effect, state that as well.
Cause and Effect: Flow Map

Teacher Model:

Sometimes, situations are more complicated and cause a chain reaction. For example, getting up early is difficult for some students. If this is true for you, you might start your day waking up late, which causes you to miss the bus, which causes you to be late for school. Because you are late for school, you miss instructions on the lesson, so you don’t understand and you have trouble doing your homework. Below is a “sequence chain” or “flow map” of events and results, or causes and effects, in the order that they happened.

Student Guided Practice

Individually or in pairs, think of a different real-life event that would have a sequenced chain of events and results, or causes and effects. Fill in the flow map below. (Depending on the situation, not all boxes need to be filled. Or, add boxes if more needed.) Be ready to share in class.
Cause and Effect: Flow Map

More Guided Student Practice:

Effects can form a chain in which one effect goes on to cause a second effect, which may then cause a third effect and so on. Read this example, then create a flow map to show the sequence of events.

One Example:

When people cut down trees to clear land, they destroy the habitat of birds. This reduces the number of nest sites. As a result, fewer baby birds are hatched, and the bird population declines.

Possible student response:

Another Example:

When I was a child, I was carelessly jumping up on a windowsill on our back porch. My arm went through the window and was cut. I nearly fainted at the doctor’s office when the arrived with the needle on the tray. I had to have ten stitches.

More Guided Student Practice

Given a short story or informational article to read, individually or in pairs, decide if a chain reaction has occurred. If there has been a chain of events and results, create a flow map like the one above. Be prepared to share your flow map with others in class.

Independent Student Practice

Using a story or textbook that you are reading from independently, individually decide if a chain reaction has occurred. If there has been a chain of events and results, create your own flow map like the one above.
Implied Cause & Effect Relationships

Teacher Model:

In some passages, the cause-and-effect relationship is not directly stated or “spelled out” for the reader. The author is implying a relationship. In these cases, you will have to make an inference to “read between the lines” to find the cause or effect. To do this, use clues from the passage to determine a possible cause-and-effect relationship.

As you read and look for the effect, remember to ask yourself, “What happened?” When considering the cause, ask yourself, “Why did this happen?”

Example: From a rock climber’s journal

After a quick breakfast of oatmeal, we put on our boots and gathered our ropes. Our guide, who had been a rock climber for over fifteen year, chose the most likely way up the hill for beginners like us.

Even though it is not stated, the reader can probably infer that the climbers had several ice bridges to choose from at the point of the crevasse.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needed to decide which of several ways up</td>
<td>Chose the most likely way for beginner</td>
</tr>
<tr>
<td>the hill to go</td>
<td>climbers</td>
</tr>
<tr>
<td>(There must have been a harder way for</td>
<td></td>
</tr>
<tr>
<td>climbing)</td>
<td></td>
</tr>
</tbody>
</table>
Cause and Effect: Timeline

Teacher Model
Cause and effect can also be plotted out on a timeline for both narrative and expository texts. On the graphic organizer, teacher should model by sequencing events in a story or historical account and the direct/implied/inferred causes of those events. The timeline can be used for short stories, novels, history texts, biographies, science observations, and such.

Guided Student Practice
Ask students to work in pairs to create timeline for a short story they have been read recently.

Independent Student Practice
Ask students to work independently to create timeline for a newly assigned story.

Timeline Instructions
How to use this Microsoft Office Help “Timeline” template:
• To replace text in a timeline event, click the arrow text object, select the existing text, and begin typing.
• To move a timeline event, drag the arrow text object to the location you want.
• To create additional timeline events, copy and paste the arrow text object you want, and then drag the object to the location you want.
• To place change dates on the timeline, click the timeline text box and use the TAB key to select the date you want to change. To add additional dates on the timeline, point to Insert on the Table menu, and then click Columns to the Left or Columns to the Right.

Timeline of Causes and Effects

Cause: Why events happened?

Effects: What happened? (Fill in event boxes, label with a consistent period of time (ie. months, years, days, description of time of day.)

Overall Effect: Result of events?
Using Think-Alouds to Teach Cause and Effect

Teacher Model:

Using think-alouds, model the cause and effect questions that you ask yourself as you think about the characters, events, and concepts.

_Here are examples of thoughts that can be expressed during a think-aloud:_

“Why did (character/person) do that?”
(Why did the wolf dress up as the grandmother? Why did the first little pig build his house of straw?)
“I think _____ was caused by ______.”
“That wasn’t caused by ______.”
“Just because it happened after ______ doesn’t mean it was caused by ______.”
“The main cause was probably ______.”
“The most likely cause was ______.”
“The _____ led to ______.”
“He was motivated by ______.”
“The effects were ______.”
“The reason that ______ happened was ______.”
“That wasn’t caused by ______.”
“It was more than a mere coincidence in this case because ______.”

_In more academic language, these phrases may be used in a discussion:_

“I hypothesize that ______ caused ______.”
“Even though many people thought the cause was ______, I think it was ______.”
“There is a pattern I notice when I look at…”
“Each played a key role in _______ (event). First, “

Guided Student Practice

The above expressions can be put up on a poster in your classroom for your students to use when discussing cause and effect relationships. Provide opportunities for students to discuss events in small groups. Ask them to purposefully use language that indicates understanding of cause and effect. Observe students groups and their dialogue.
Recognizing Text Structure

It isn’t enough, in most cases to ask student to “read for cause/effect.” It is important to show students how to perceive organization of text structure over extended amounts of text. A number of lengthy selections need to be modeled.

Teacher Model:

Select at least three lengthy passages or short stories which demonstrate cause-and-effect relationships. Make copies of the selections. After students have had an opportunity to read the assigned selections. Ask pairs to highlight signal words. Then ask then to discuss how the author structured the text. Compare text structures for similar or different patterns. The format of the structure depends upon the purpose of the text. Pointing out text structure will help students to begin to look for text structure as they read.

Example: Technical Reading - Assigned chapter in Auto Mechanics class

Directions: In this reading assignment on transmissions, find the causes that led to the effects listed.

1. Cause: ______________________________
   Effect: Grinding when shifting gears.

2. Cause: ______________________________
   Effect: Car speed increases but engine speed remains constant while torque is decreasing.

3. Cause: ______________________________
   Effect: Car makers changed over to synchronizing mechanisms.

4. Cause: ______________________________
   Effect: Helical gears are superior to spur gears.

5. Cause: ______________________________
   Effect: Some cars cannot operate correctly with three-speed transmissions and require extra speeds.

6. Cause: ______________________________
   Effect: Most manuals have an idler gear.

7. Cause: ______________________________
   Effect: All cars require some type of transmission.

Source: Vacca & Vacca. Content Area Reading
Recognizing Text Structure

Teacher Model: (continued)

Example: Social Studies unit entitled “The American Indian: A Search for Identity” One expository reading selection dealt with an adolescent member of the Blackfeet tribe. Before reading the selection, the teacher asked why the adolescent did what she did. Students made predictions. Then student were asked to read the article with cause-and-effect relationships in mind. Then they were asked to reconsider the causes and the effects by looking guide below.

Directions: After reading the selection, consider the causes which led to the effects according to the author. Put a number in the proper space in the answer box.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>___1. The buffalo herds were destroyed and hunger threatened. (p.10)</td>
<td>a. Unemployment rate for the Blackfeet is about 50 percent.</td>
</tr>
<tr>
<td>___2. Indians remained untrained for skilled jobs. (p. 10)</td>
<td>b. The first victim of this life is pride.</td>
</tr>
<tr>
<td>___3. The temperature reaches 50 degrees below zero. (p.10)</td>
<td>c. Blackfeet became dependent upon the white man’s help for survival.</td>
</tr>
<tr>
<td>___4. There are terrible living conditions (no jobs, poor homes). (p. 10)</td>
<td>d. Blackfeet turn to liquor.</td>
</tr>
<tr>
<td>___5. Pride and hope vanish from the Blackfeet. (p. 11)</td>
<td>e. The Indian is robbed of self-confidence.</td>
</tr>
<tr>
<td>___6. Because we’re Indians. (p. 12)</td>
<td>f. They are always downgraded.</td>
</tr>
<tr>
<td>___7. The old world of the Indians is crumbling and the new world of the white rejects them. (p. 12)</td>
<td>g. Eight percent of the Blackfeet must have government help.</td>
</tr>
<tr>
<td>___8. The attitude of the Bureau of Indian Affairs. (p. 13)</td>
<td>h. Hope is a word that does not have meaning.</td>
</tr>
</tbody>
</table>

Source: Vacca & Vacca. *Content Area Reading*
Example: Social Studies chapter: “Today’s Stone Age Hunters”

Directions: The pigmy hunter follows ten steps in hunting and killing an elephant. Some of the steps are provided. Decide which steps are missing in the chain of events.

1. takes the trail of the elephant herd
2. ________________________________
3. selects the elephant he will kill
4. ________________________________
5. moves in for the kill
6. ________________________________
7. ________________________________
8. pulls out the spear
9. ________________________________
10. cuts off ________________________________

Instead of a list, this could also be represented as a flow map or sequence chain.

Source: Vacca & Vacca. Content Area Reading
Responding to Cause & Effect Questions

Recognizing words that signal cause and effect during reading and using graphic organizers after reading will help you better organize your thoughts and be able to better analyze why something happened or the steps taken to solve a problem.

Grades 3, 4, 5

Examples: Cause and Effect Questions

<table>
<thead>
<tr>
<th>Explain why (event) happened. Include two text-based details from the story/selection/poem in your answer. (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What problem does (character) face in the story/selection/poem? What are three events that happen as a result of the problem? Include information from the story/selection/poem in your answer. (4 points)</td>
</tr>
</tbody>
</table>

Paragraph Frames to Scaffold Identification of Cause and Effect

Teacher Model
Some students may need a model (accommodation) for how to respond to a question in writing.

| Explain why (event) happened. Include two text-based details from the story/selection/poem in your answer. (2 points) |

Here is a sample paragraph frame that a teacher might provide until a student is able to take the key words from the question to write a response independently.

(Event) happened because _______________________. One detail to support this (reasoning) is ___________ (state in own words and include a 2-5 word phrase as evidence from the text) ______________________________. Also, ___ (state in own words and include a 2-5 word phrase as evidence from the text) ___.

Everett Public Schools, Elementary Literacy
Resources

The following resources were referenced and used in part for this Cause and Effect teacher resource document:


Robb, Laura. Teaching Reading in the Middle School, Scholastic, 2000.


