

RECOGNIZE AND EXPLAIN CAUSE-AND-EFFECT RELATIONSHIPS		
UNDERSTAND	<b>Definition</b>	Readers understand that events in the text happen (effects), along with the reason why they happen (causes). When students recognize this relationship, comprehension is increased.
	<b>When to teach this strategy</b>	<p><b>If you see readers who . . .</b></p> <ul style="list-style-type: none"> <li>• may not understand the link between actions and consequences.</li> <li>• are unable to describe actions that happen in text or even in real life.</li> </ul>
PREPARE	<b>Why we teach it</b>	The cause-and-effect relationship is a basic thinking skill and text structure for all types of reading and subject areas. Students use the understanding of this relationship in all school subjects and in day-to-day living, whether watching TV, playing games, or in friendships. We teach cause and effect every time we demonstrate that one event is the result of another.
	<b>Secret to success</b>	Look for clue words that will signal what happened and why it happened. Remember that one event is the result of another.
TEACH	<b>How we teach it</b>	<p>We explain to the students the importance of cause and effect and how an author may structure and organize a section of the text using the cause-and-effect pattern. Sometimes authors use clue words that signal this relationship. These clues may include <i>because, if, then, since, so, therefore, and as a result of</i>.</p> <p>Using a text, we read aloud, stopping and pointing out examples we encounter. Through guided practice we ask students to identify the cause-and-effect relationship in different selections we read. At times we must infer the cause, since it is not always stated. If this is the case, we ask ourselves, <i>Why do I think this happened?</i> or <i>Why might this have happened?</i></p>
		<p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>What happened and why did it happen?</i></li> <li>• <i>What were the clue words?</i></li> <li>• <i>Why would this have happened?</i></li> <li>• <i>Give examples of cause-and-effect relationships throughout your life—in your family, in sports, and in your friendships.</i></li> </ul>
SUPPORT	<b>Instructional Pivots</b>	<p><b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Sometimes the causes are not stated, which makes it difficult for our more literal learners to figure out a cause-and-effect relationship. To highlight this, we spend time with students naming clues from the text that support various inferred causes.</li> <li>• The more we practice this with students, the more easily they can identify stated or inferred causes.</li> <li>• Always ask why! And then ask, “How do you know?” Point out the relationship between asking why and finding the cause.</li> </ul> <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	<b>Partner Strategies</b>	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Check for Understanding; Monitor and Self-Correct</i></li> <li>• <i>Use Main Idea and Support with Evidence</i></li> <li>• <i>Infer and Support with Evidence</i></li> </ul>