

RECOGNIZE AND EXPLAIN CAUSE-AND-EFFECT RELATIONSHIPS		
UNDERSTAND	Definition	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.
	When to teach this strategy	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> • may not understand the link between actions and consequences. • are unable to describe actions that happen in text or even in real life.
PREPARE	Why we teach it	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.
	Secret to success	Look for clue words that will signal what happened and why it happened. Remember that one event is the result of another.
TEACH	How we teach it	<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>Suggested language:</p> <ul style="list-style-type: none"> • <i>What happened and why did it happen?</i> • <i>What were the clue words?</i> • <i>Why would this have happened?</i> • <i>Give examples of cause-and-effect relationships throughout your life—in your family, in sports, and in your friendships.</i>
SUPPORT	Instructional Pivots	<p>Possible ways to differentiate instruction:</p> <ul style="list-style-type: none"> • 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. • The more we practice this with students, the more easily they can identify stated or inferred causes. • Always ask why! And then ask, “How do you know?” Point out the relationship between asking why and finding the cause. <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> • <i>Check for Understanding; Monitor and Self-Correct</i> • <i>Use Main Idea and Support with Evidence</i> • <i>Infer and Support with Evidence</i>