

Cause and Effect

Idaho Language Arts Standards	NWEA DesCartes Statements based on RIT Scores
<p>3rd Grade Standard: 3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts.</p> <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	<p>191-200 RIT Scores (3rd grade – Proficient 192; 4th grade – Proficient 198)</p> <p>DesCartes>Reading: Interpretive Comprehension > Identify Cause and Effect</p> <ul style="list-style-type: none"> • Recognizes cause and effect in informational text • Assesses the cause in a cause and effect relationship in informational text • Assesses the effect in a cause and effect relationship in informational text
<p>4th Grade Standard: 4.LA.2.1.2 Identify cause and effect relationships in text by responding to “why”, “how”, and “what if” questions.</p> <p>Content Limit: Item requires a conclusion based on determining the cause and effect.</p>	
<p>5th Grade Standard: 5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. (716.03.c)</p> <p>Content Limit: Item may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect).</p>	<p>201-210 RIT Scores (5th grade – Proficient 204; 6th grade - Proficient 208)</p> <p>DesCartes>Reading: Interpretive Comprehension > Identify Cause and Effect</p> <ul style="list-style-type: none"> • Determines cause and effect in informational text • Analyzes the cause in a cause and effect relationship in informational text • Assesses the effect in a cause and effect relationship in informational text
<p>6th Grade Standard: 6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.</p> <p>Content Limit: Item requires a conclusion based on determining the cause and effect.</p>	
<p>7th Grade Standard: 7.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.</p> <p>Content Limit: Item requires a conclusion based on determining cause and effect.</p>	<p>211-220 RIT Scores (7th grade - Proficient 212; 8th grade - Proficient 214; 9th grade – Proficient 217; 10th – Proficient 220)</p> <p>DesCartes>Reading: Interpretive Comprehension > Identify Cause and Effect</p> <ul style="list-style-type: none"> • Determines cause and effect in informational text • Analyzes the cause in a cause and effect relationship in informational text • Assesses the effect in a cause and effect relationship in informational text • Discerns cause and effect in informational text (RIT 221-230) • Evaluates cause and effect relationships in informational text (RIT 221-230)
<p>8th Grade Standard: 8.LA.2.1.2 Distinguish cause and effect relationships in text to gain meaning.</p> <p>Content Limit: Item requires a conclusion based on determining cause and effect.</p>	
<p>9th Grade Standard: 9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.</p>	
<p>10th Grade Standard: 10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.</p> <p>Content Limit: Assessed in the classroom, not on the ISAT.</p>	

Note: In this case, the skill and standard itself do not change much at higher grade levels and in higher RIT bands. The change should happen with the text being read: simpler text for students still learning to identify cause and effect, and more complex text for students ready for more of a challenge.

Cause and Effect

Lesson: Cause and Effect Matrix

	Students:	Activity and Assessment:	Materials:
More Advanced		<p>Begin work as a group, then allow students to work alone or in pairs, starting w/ blank chart</p> <ul style="list-style-type: none"> - Hand out copies of the Cause and Effect matrix to students. Give each student an article at an appropriate reading level for each student. - Remind students about the idea of cause and effect. "As we read the article, we're going to be looking for things that happen as a result of something else." Provide students with a simple example, such as "If the door closes on my fingers (that's the cause) then what happens? What is the effect?" (Pain). Explain that there can be multiple effects for a single cause, ie. Eating an entire bag of candy (the cause) may have several effects: making other people mad because they didn't get any, making you sick to your stomach, making you gain weight, making you not hungry, etc. - Begin reading the article as a whole group. Identify a cause and effect that comes up early in the article and have students fill in the chart. - Have students read the rest of the article and complete the chart either alone or w/ a partner. - As a group, talk through the cause and effect pairs they found. Depending on the article, there may be several possibilities that students have identified as cause/effect – some more obvious than others. Discuss with students. 	<ul style="list-style-type: none"> - copies of blank matrix - copies of chosen article at appropriate level for students
Mid-Level		<p>Begin work as a group, then allow students to work alone or in pairs</p> <ul style="list-style-type: none"> - Hand out copies of the Cause and Effect matrix to students. Give each student an article at an appropriate reading level for each student. - Explain the idea of cause and effect. "As we read the article, we're going to be looking for things that happen as a result of something else." Provide students with a simple example, such as "If the door closes on my fingers (that's the cause) then what happens? What is the effect?" (Pain). Explain that there can be multiple effects for a single cause, ie. Eating an entire bag of candy (the cause) may have several effects: making other people mad because they didn't get any, making you sick to your stomach, making you gain weight, making you not hungry, etc. - Begin reading the article as a whole group. Identify a cause and effect that comes up early in the article and have students fill in the chart. - Have students read the rest of the article and complete the chart either alone or w/ a partner. - As a group, talk through the cause and effect pairs they found. Depending on the article, there may be several possibilities that students have identified as cause/effect – some more obvious than others. Discuss with students. 	<ul style="list-style-type: none"> - copies of matrix with left column completed - copies of chosen article at appropriate level for students
More Simple		<p>Work as a group with modeling on an overhead projector</p> <ul style="list-style-type: none"> - Hand out copies of the Cause and Effect matrix to students. Give each student an article at an appropriate reading level for each student. - Explain the idea of cause and effect. "As we read the article, we're going to be looking for things that happen as a result of something else." Provide students with a simple example, such as "If the door closes on my fingers (that's the cause) then what happens? What is the effect?" (Pain). Explain that there can be multiple effects for a single cause, ie. Eating an entire bag of candy (the cause) may have several effects: making other people mad because they didn't get any, making you sick to your stomach, making you gain weight, making you not hungry, etc. - Begin reading the article as a whole group. Have a copy of the matrix on an overhead projector. Identify a cause and effect that comes up early in the article. Talk through the process of identifying the cause and writing it on the chart. Continue reading and identify the effect to add to the chart. - As a group, talk through the cause and effect pairs they found. 	<ul style="list-style-type: none"> - copies of matrix with left column completed (option: fill in two or three additional cells ahead of time – especially with more complex articles) - copy of matrix on overhead transparency to use for modeling the skill - copies of chosen article at appropriate level for students

Notes:

- Each lesson can be used multiple times with the same students. Choose different reading material each time. This gives the students a chance to become comfortable with the format and the expectations so they can focus on the skill.

- Model, model, model, model!

- **Demonstrate the skill in detail**, explaining your thinking process out loud, especially for struggling students.
- Show the assignment page on an overhead projector. Read the article together. Pause and describe your thoughts as you look for the information needed to complete each part of the assignment.
- The first time you give an assignment, complete at least the first half of it as a whole class. Give the students multiple chances to hear you explain how to use the skill before asking them to try it on their own.
- Students may also benefit from being allowed to work together. Talking through the work may help them clarify their thinking and gives you a chance to listen in and better understand how much they are able to do.

Cause and Effect Matrix – Example based on The Three Little Pigs

	Cause	Effect
Pig #1	The pig builds a house of straw.	The big, bad wolf blows it down.
Pig #2	The pig builds a house of wood.	The big, bad wolf blows it down.
Pig #3	The pig builds a house of bricks.	The house is too strong for the wolf to blow down.
Big, Bad Wolf	Want to eat a pig.	Chases the pigs and blows their houses down.