

# INTRODUCTION

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## What is the **FOCUS** series?

*FOCUS* is a reading-strategy practice series. Each student book in the series provides brief instruction and concentrated practice for students in one targeted Reading Strategy. *FOCUS* also allows students the opportunity for self-assessment of their performance. It allows teachers the opportunity to identify and assess a student's level of mastery.

### 6 Reading Strategies featured in the *FOCUS* series:

- Understanding Main Idea and Details
- Understanding Sequence
- Recognising Cause and Effect
- Comparing and Contrasting
- Making Predictions
- Drawing Conclusions and Making Inferences

The *FOCUS* series spans 8 reading levels (1.0–8.9). The reading passages in each book are designed so that the book can be used by all students performing at that reading level. The reading passages in each book progress from low to high along that reading level range.

Book	Reading Level
Book A	1.0–1.9
Book B	2.0–2.9
Book C	3.0–3.9
Book D	4.0–4.9
Book E	5.0–5.9
Book F	6.0–6.9
Book G	7.0–7.9
Book H	8.0–8.9

## What is Recognising Cause and Effect, the Reading Strategy featured in this *FOCUS* book?

Cause and effect tells what happens and why it happens. Why something happens is the cause. The cause is the reason that the effect happens. To find a cause, ask why the effect happens. The effect is what happens as a result of the cause. The effect happens because of the cause. To find an effect, ask what happened as a result of the cause. Clue words often signal cause and effect. Some cause-and-effect clue words are *so, so that, since, because, if, reason* and *as a result*.

## What is in each student book?

There are 48 student books in the *FOCUS* series. There is one student book for each of the 6 Reading Strategies, at each of the 8 reading levels. Each student book contains:

- *To the Student*  
This introduces the program and should be read and discussed with students to make sure they understand what they are to do in the book.
- *Table of Contents*
- *Learn About (Modelled Practice)*  
These two pages provide basic instruction and modelling in the understanding and application of the Reading Strategy. The Learn About should be read and discussed with students to make sure they understand the Reading Strategy. Additional tips for helping students understand and use the Reading Strategy are included in the Reading Strategy Tips for the Teacher on pages 12–13 of this teacher guide.
- *Lesson Preview (Guided Practice)*  
These two pages include a sample reading passage and two selected-response questions with explanations of why each of the eight answer choices is correct or not correct. The Lesson Preview should be read, worked through, and discussed with students to make sure they understand how to answer strategy-based questions.
- *20 Lessons (Independent Practice)*  
Each two-page lesson contains one reading passage, four strategy-based selected-response questions and one strategy-based constructed-response writing question.

**Reading Passages:** The reading passages progress across the reading level. The passage genres include:

—**Fiction:** personal narrative, realistic fiction, historical fiction, fantasy fiction, mystery, folktale, fable, legend

—**Nonfiction:** report, article, interview, letter, postcard, book report, movie review, diary entry, journal entry, biography, textbook lesson, directions, instructions, recipe, invitation, announcement, experiment

**Selected-response questions:** In each lesson, students apply the Reading Strategy to a reading passage and then choose the correct answers for four selected-response (multiple-choice) strategy-based questions. You should model how to answer these kinds of questions using information on the Lesson Preview pages.

**Constructed-response writing questions:** In each lesson, students apply the Reading Strategy to a reading passage and then write a short response to a strategy-based question. You should model how to answer these kinds of questions by using one of the sample answers provided on pages 28–29 of this teacher guide.

- *Tracking Chart*  
Students use this chart for noting their completion of and performance in each lesson.
- *Self-Assessments*  
These five forms allow students the opportunity for self-assessment of their performance.
- *Answer Form*  
Students may use this form to record their answers to the eighty selected-response questions and to indicate that they have answered each of the twenty constructed-response writing questions.

# READING STRATEGY TIPS FOR THE TEACHER

The clue word *so* signals the effect that some words can be hard to spell.

Recognising cause and effect helps you understand relationships within a fiction story or a nonfiction selection.

Cause and effect relationships can relate to natural events, historical events, characters' attitudes or feelings, and so on.

*Because it had rained, the roots were able to take in needed water.*

*The colonists wanted freedom, so they fought against their oppressors.*

*Since Shania felt distracted, she missed her cue.*

Advertisements are often based on cause and effect relationships: *Everyone likes Howard because he uses our toothpaste.*

With cause-and-effect relationships, one thing always *makes* the next thing happen. With sequential events, one thing happens after another, but one thing doesn't necessarily make the next thing happen.

## Learn About

### Recognising Cause and Effect

Cause and effect tells *what* happens and *why* it happens.

*Why* something happens is the **cause**. It is the reason that something happens.

*What* happens is the **effect**. The effect happens because of the **cause**. It is a result of the **cause**.

Read this paragraph to find out why it can be hard to spell some words in English.

Some words in English come from other languages, *so* those words can be hard to spell. Think about the word *lieutenant*. It sounds like it should be spelt "leftenant". But it's not. That's because *lieutenant* comes from French. In French, *lieu* means "place" or "position". In English, *lieutenant* means "one who acts in the place of a higher official".



Cause (*Why?*)

Effect (*What?*)

Some words in English come from other languages.

Those words can be hard to spell.

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To find a **cause**, ask *why*. Look for the reason that something happened. The cause happens first. Then the effect happens.

Ask yourself, "Why is the word *lieutenant* hard to spell?" It is hard to spell because it comes from another language, French.


To find an **effect**, ask *what*. Look for a result. Look for something that happens because of the cause. The effect happens after the cause.

Ask yourself, "What happens because some words in English come from other languages?" What happens is that those words can be hard to spell.

**Clue words** can signal cause and effect. Here are some cause-effect clue words: *so, so that, since, because, if, reason* and *as a result*.

What cause-and-effect clue word is used in the first sentence of the paragraph about spelling English words? The clue word *so* is used to signal the cause and effect.

Sometimes there are no clue words. You can still figure out a cause and effect. Ask yourself *what* happened and *why* it happened.



Why something happens is the cause. What happens is the effect.

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In a passage, you can read a cause first or an effect first, but in any situation, the cause always happens first, before the effect. The cause makes the effect happen.

(Effect) *The puppet's nose grew extremely long*  
 (Cause) *because he had told a lie.*

(Cause) *Because the puppet had told a lie,* (Effect) *his nose grew extremely long.*

No matter how it's written, the cause (telling a lie) happened before the effect (the nose growing extremely long).

**Clue Words:** "Authors often showcase text patterns by giving readers clues or signals to help them figure out the structure being used. . . . A signal may be a word or a phrase that helps the reader follow the writer's thoughts." (Vacca & Vacca, 2005, p. 398).

Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Pearson Education, Inc.

**Definitions:** "The explicitness with which teachers teach comprehension strategies makes a difference in learner outcomes, especially for low-achieving students (modeling and careful scaffolding is key)." (Abadiano & Turner, 2003, p. 76).

Abadiano, H. R., & Turner, J. (2003). The RAND report: Reading for understanding: Toward an R&D program in reading comprehension. *New England Reading Association Journal*, 39(2), 74-79.

Sometimes a cause-and-effect relationship has clue words, but sometimes it doesn't.

*Since Clare had overslept, she missed the early bus.*  
 (clue word *since*)

*Clare overslept and missed the early bus.* (no clue word)

Cause can have more than one effect, and vice versa.

*Because a car was coming* (cause), *the guard raised her hand* (effect) *and blew her whistle* (effect).

*Ms Lee chuckled* (Effect) *because Kim looked confused* (Cause) *and Ralph looked just plain guilty* (Cause).

"So that" and "so . . . that".

*He priced the gadgets low so that everyone would buy one.*

*The gadgets were priced so low that everyone bought one.*