

TEACHER GUIDE **E**

FOCUS_{on}

RECOGNISING
CAUSE AND EFFECT



TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Reading Strategy Tips for the Teacher | 12 |
| Teacher Assessment 1 | 14 |
| Teacher Assessment 2 | 15 |
| Teacher Assessment 3 | 16 |
| Class or Group Performance Graph | 17 |
| Research Summary..... | 18 |
| Answer Form | 27 |
| Answer Key..... | 28 |

Originally published by

 **CURRICULUM ASSOCIATES®, INC.**

Republished in Australia by

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Printed in Australia

Code: CA101659

ISBN: 1 74101 964 8

0407

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INTRODUCTION

What is the **FOCUS** series?

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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, reason that* 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.

What is in each teacher guide?

There are 48 teacher guides in the *FOCUS* series, one for each student book. Each teacher guide contains:

- suggested instructions for using the *FOCUS* series effectively in the classroom
- Reading Strategy Tips for the Teacher, a facsimile of the Learn About on pages 2–3 of the student book, with tips for additional discussion related to understanding and using the Reading Strategy
- four reproducibles: three Teacher Assessments to be used for individual student assessment in the Reading Strategy and one Class or Group Performance Graph to be used for class or group assessment in the Reading Strategy
- summary of research that supports the *FOCUS* series
- a completed Answer Form for the eighty selected-response questions in the student book
- Answers for the eighty selected-response questions, plus sample answers for the twenty constructed-response writing questions in the student book

How should I use the Reading Strategy Tips for the Teacher?

These pages contain a facsimile of the Learn About on pages 2–3 of the student book, along with extended information about the Reading Strategy, which you can use as a basis for in-depth discussion to make sure students understand the strategy and how to use it for better reading comprehension.

Where do students record their answers?

Students should fill in their answers to the selected-response questions on the Answer Form on page 53 of the student book. If students use the Answer Form, they may detach it from the book. Alternatively, students may fill in the correct answers directly on the student book page.

Students should write their answers to the constructed-response questions directly on the lines provided in the student book. Students who use the Answer Form for the selected-response questions should fill in the circle on the Answer Form to show that they have answered the constructed-response question, which is the fifth question in each lesson.

READING STRATEGY TIPS FOR THE TEACHER

In the Learn About passage, the clue words *reason that* signal the effect that hens and other birds have beaks instead of teeth.

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, feelings, and so on.

Because of the relentless pounding of waves, the beach had eroded over time.

Young women from local farms were able to have jobs of their own because mill owners were now hiring them.

Since Austin had taken a nap, he felt up to the challenge.

Advertisements are often based on explicit or implied cause-and effect-relationships: *Sara's life is good because she drives our car.*

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

Cause and Effect: *Jason did not want to go into the forest alone, so he called to his dog Max.* (Not wanting to go into the forest alone did make Jason call to his dog, Max.)

Sequence: *Jason called to his dog, Max, and then headed off into the forest.* (Calling his dog did not make Jason head off into the forest.)

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 that gives one explanation of why birds don't have teeth.

Have you ever heard the expression "They're as rare as hen's teeth"? Teeth are a fairly heavy part of an animal's body. Some scientists believe they know why birds don't have teeth. They think that if birds had teeth, the extra weight might keep them on the ground. This extra weight might be the *reason that* hens and other birds have beaks instead of teeth. Beaks are lighter than teeth. To be light enough to fly, birds developed beaks and gave up the heavy teeth that their dinosaur relatives once had.



Cause (*Why?*)

Effect (*What?*)

Teeth make birds too heavy to fly.

Birds developed beaks instead of teeth.

Recognising Cause and Effect E CA10165

2

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

Ask yourself, "Why do birds have beaks instead of teeth?" The reason is that teeth are heavy and teeth would make birds too heavy to fly.

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

Ask yourself, "What happened as a result of teeth making birds too heavy to fly?" What happened was that birds developed beaks instead of teeth.

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

What cause-and-effect clue words are used in the paragraph about why birds don't have teeth? The clue words *reason that* are used to signal the cause and effect.

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

Remember:
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 ducklings ignored him* (Cause) *because he looked different*.

(Cause) *Because he looked different*, (Effect) *the ducklings ignored him*.

No matter how it's written, the cause (him looking different) happened before the effect (the ducklings ignoring him).

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.

A cause can have more than one effect, and vice versa.

Because a storm was coming (cause), *Karl closed the door* (effect) *and shut the windows* (effect).

The plant grew (effect) *because the leaves took in light* (cause) *and the roots took in water* (cause).

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

One reason that Kris is yawning this morning is that she stayed up late last night. (clue words *reason that*)

Kris stayed up late last night and is yawning this morning. (no clue word)

"So that" and "so . . . that" can signal a cause-and-effect relationship.

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

The gadgets were priced so low that everyone bought one.