



# Ready Reference Form

<b>Goal: Comprehension</b>		<b>Strategy: Recognize and Explain Cause-and-Effect Relationships</b>
<b>Definition</b>	<p>Readers understand that in-text events happen (effects), along with the reason why they happen (causes). When students recognize this relationship, comprehension is increased.</p>	
<b>Why Children Need This Strategy</b>	<p>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 social studies, science, all school subjects, and day-to-day living, whether watching TV, playing games, or in friendships.</p>	
<b>Secret to Success</b>	<p>Look for clue words that will signal what happened and why it happened.</p>	
<b>How We Teach It</b>	<p>Some clue words may include <i>because, if, then, since, so, therefore, as a result of</i>.</p> <p>Explain 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. Show examples of this in the reading of a text. Through guided practice we ask students to identify the cause-and-effect relationship in different selections we read.</p> <p>At times we must infer the cause, since it is not always stated. If this is the case, we ask ourselves, "Why do I think this happened?" or "Why might this have happened?"</p> <p>Language we use:</p> <p>"What happened and why did it happen?"</p> <p>"What were the clue words?"</p> <p>"Why would this have happened?"</p> <p>"Give examples of cause-and-effect relationships throughout your life—in your family, in sports, and in your friendships."</p>	
<b>Troubleshooting</b>	<p>Sometimes the causes are not stated, which makes it difficult for our more literal learners to figure out a cause-and-effect relationship. Therefore, we meet with students individually and generate a possible list of effects together. We then embed this in reading by asking the students to keep track of any cause-and-effect relationships they find in their reading or conversations at home. The more we practice this with students, the more easily they can identify stated causes or inferred causes.</p>	