

## LESSON 1

**Lesson 1:** Comprehension of Implicit Text, Part 1: “Recognizing Cause & Effect”

**Subject:** Literacy / Language Arts

**Grade Level:** 4<sup>th</sup> Grade (adapted for a 6<sup>th</sup> Grade LD student)

**Date:** March 15, 2014

**Duration:** 25-30 minutes – (fits well into a middle school lunch period or after school)

**Lesson Objectives:** Students will learn to recognize cause and effect relationships by understanding what happens and why in a reading passage, and identify when test questions are asking them to recognize cause and effect.

**GLCEs:**

- **R.CM.06.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- **R.CM.06.03** analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- **R.MT.06.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- **CCSS.ELA-LITERACY.RI.6.1** cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Materials:** STARS student handout packet, pgs. 38-47 and STARS teacher guide answer key  
(See Artifact \_\_ attached)

**Resources:** STARS (Strategies to Achieve Reading Success) Teacher Guide and Student Workbook

**Rationale/Background:** In this lesson, students will learn to recognize cause and effect relationships by understanding what happens and why in a reading passage through modeled instruction, guided instruction, modeled practice, guided practice, and finally independent practice. Students will have the opportunity to activate their background knowledge about recognizing cause and effect and then learn how to apply this strategy to a short reading passage. They will then practice the strategy by thinking about what happens and why it happens, using any available clue words, to answer questions about a passage. Finally, students will be able to reinforce their understanding of the strategy/concepts by reading a passage, answering questions,

and discussing one on one with the teacher why their answers are correct or incorrect before practicing this strategy independently.

### **Opening:**

- Modeled and Guided Instruction (Handout pages 38-41)
- First introduce the strategy to by telling the student that “Good readers recognize cause and effect in a reading passage by thinking about what happened and why it happened. Whenever you recognize *why* something happened, you a recognizing a cause and its effect.”
- Next, model an example by saying, “Suppose you stay up late on a Friday night watching movies with your friend. The next day you feel very tired. Why are you so tired?” Allow the student the opportunity to answer. Guide the student to understand that staying up late was the cause of being tired. Being tired was the effect of staying up late. Cause always leads to effect.
- Give the student a copy of the “cause and effect” student handout packet (see artifact \_\_\_ attached). Look at pg. 38 and go over the directions at the top together. Sit with the student and support them as needed in completing questions 1 and 2. Skip the partner activity at the bottom of the page. Instead, in the blank space at the bottom, ask the child to write one complete cause and effect sentence of their own. (See the “Adaptations” section of this lesson if this task seems too hard for the student.)
- Flip to handout pg. 39. Read through the directions with the student and then ask the student to read the short passage aloud. Continue completion of this sheet one on one with the student. Read each prompt aloud and see if they can come up with the final effect on their own. (If this is too difficult for them, see the “Adaptations” section of this lesson.)
- Next flip to pg. 40. For this page, first read the “What to Know” box to the student, then read through the passage together with the student. Cover the answers at the bottom and see if the student can accurately identify the cause and effect. Show the answers at the bottom, and discuss why the student’s answers were correct/incorrect.
- For pg. 41, direct the student to read the passage and answer the two questions that follow. Stay with the child for this page and provide additional support and guidance as needed. Omit the partner section at the bottom.

### **Middle:**

- Modeled and Guided Practice (Handout pages 42-44)
- By this point, the student has had a lot of direct, explicit instruction on cause and effect. For handout pg. 42, read through the “Review” box at the top of the page with the student. Have the student read the poem aloud and model for you where how/where they found the answers to the two questions at the bottom of the page. They may underline or highlight the text to help them. Next, flip to pg. 43 and guide the student in checking their own answers. Read through *why* each answer is correct/incorrect.

- Handout pg. 44 is the last guided practice opportunity the student will have before they have to complete the independent practice on their own. Read through the “More to Know” box at the top of the page together, but then allow the student to take the lead for the rest. Have them read the passage aloud (highlighting if they want to). Then have them attempt to show you how to correctly answer each of the questions at the bottom.

**Conclusion:**

- Independent Practice (Handout pages 46-47)
- As a wrap-up, have the student complete these two slightly longer reading passages and answer the cause and effect questions that follow. Read the “Test Tips” section at the top of pg. 46 with them before they begin. The teacher can also use these independent practice sheets as a progress monitoring tool.

**Adaptations and Extensions:**

- As an accommodation for handout pg. 38, if the student is having trouble thinking of examples on his/her own, they could complete more simplistic “\_\_\_\_\_ because \_\_\_\_\_” sentences instead. For example, they could state an event (I am really tired) and then after the “because,” tell why (because I stayed up really late last night).
- For handout pg. 39, if the student is having difficulty completing the sentence in the effect box, reread the last paragraph of the passage with them and ask them, “What will Jake and Marcus have to do *because* Jake left the map at the last place they stopped to rest?”

**Assessment:** The effectiveness of this lesson will be assessed in three ways: One, through direct teacher observation during the lesson; two, through checking the independent practice worksheets 46 and 47 for accuracy after the student has completed them on his/her own; and three, by completing a final CARS assessment to assess student growth after all three lessons have been taught independently.