



3.12A: Cause & Effect: Historical Events

Side One: Introducing the Skill

Name: _____ Date: _____

Directions: Introduce the Skill

- TUTOR: Read these bullets aloud**
 - One way informational text authors organize the information they write is by explaining how one thing **causes** another. A **cause** is *why* something happens. (Think of the word because.)
 - An **effect** is *what* the cause makes happen.
 - Sometimes an informational text is about a **historical event**; the text includes the **causes and effects** that were part of that event.



- TUTOR: Model the skill** by sharing a few examples of cause and effect in history (E.g. People wanted to learn about outer space (cause) so they sent a space shuttle to the moon (effect.) The Pilgrims wanted to practice a different religion than the King of England (cause) so they sailed to America (effect.))

Directions: Try It Out

- STUDENT:** Read the text below. As you read, notice the **causes and effects** that were part of the 2010 Gulf oil spill.
- STUDENT:** Answer the questions using complete sentences.

Oil Spill

An oil rig is a large platform in the ocean where workers drill into the ground to get oil. In May 2010, an oil rig in the Gulf of Mexico exploded. Oil began leaking from the underground pipelines into the ocean. The oil spill had dangerous effects on wildlife. Birds and sea turtles were hurt and killed. The fishing industry also suffered because of the oil spill. Fishermen were unable to fish in the area due to the risk of catching fish contaminated by oil.

| Cause (<i>Why</i> it happened) | | Effect (<i>What</i> happened) |
|------------------------------------|---|-----------------------------------|
| |  | Oil leaked into the ocean. |
| Oil leaked into the ocean. |  | 1. 2. |



3.12A: Cause & Effect: Historical Events

Side Two: Guided Discussion

Name: _____ Date: _____

Directions:

- STUDENT:** Choose an article from the packet to read aloud.
- STUDENT:** Write the title below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- Read the title and look at the photos. What do you think this article will be about?
- Set a purpose: As you read, notice the causes and effects related to this topic.




During Reading:

At appropriate places, ask questions such as:

- What event(s) does this article tell us about?
- What happened in this part? What caused that? or Why did that happen?
- What was the effect of _____? or What happened because of _____?
- At the end: Retell some of the causes and effects related to [event] in sequence (order.)
- Remind your student to use all the text features for information (photos, captions, etc.)**

After Reading:

- TOGETHER:** Talk about some of the causes and effects that were part of the historical event(s) you read about.
- TOGETHER:** Fill in the chart below. **The TUTOR should write so the STUDENT can focus on content.**
- Hint:** Think about the **sequence** of information, too. Often an effect can be the cause of the

| Cause (Why it happened) | | Effect (What happened) |
|----------------------------|---|---------------------------|
| |  | |
| |  | |
| |  | |



3.6A: Cause and Effect

Side One: Introducing the Skill

Name: _____ Date: _____

Directions: Introduce the Skill

TUTOR: Read these bullets aloud

- Remember, **an Informational text** is different than a story. An informational text teaches readers true things.
- One way informational text authors organize the information they write is by explaining how one thing **causes** another. A **cause** is *why* something happens. (Think of the word because.)
- An **effect** is *what* the cause makes happen.
- Thinking about cause and effect can help you understand and remember information.

- TUTOR: Model the skill** by giving two examples. Phrase one so that the cause is told first and one so that the effect is told first. Tell your student which is which. (E.g. "I felt sick, so I didn't go to work" tells the **cause** (why) first and **effect** (what) second. "My house is a mess because we had my little nephews visiting this weekend" tells the **effect** (what) first and the **cause** (why) second.)
-

Directions: Try It Out

- STUDENT:** Read the text below.
- TOGETHER:** Talk about examples of **cause and effect** you notice in the text.
- STUDENT:** Answer the questions below. Use complete sentences.

Spiders

Spiders can look creepy, so many people are afraid of them. Spiders are actually helpful because they eat insects that destroy plants. This helps farmers' crops stay safe.

1. What is the *effect* of spiders looking creepy?

2. Why are spiders helpful to farmers? (Note: The reason is a *cause*.)



3.6A: Cause and Effect

Side Two: Guided Discussion

Name: _____ Date: _____

Directions:

- STUDENT:** Choose an article to read aloud.
- STUDENT:** Write the title of the article you choose below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading of each poem.

Before Reading:

- Look through the photographs in the article. Predict what it might be about.
- Set a purpose: As you read, notice causes (why things happen) and effects (what happens.) Remember, sometimes the author mentions the cause first, and sometime s/he mentions the effect first.

During Reading:

At appropriate places, ask questions such as:

- Why did _____ happen? or What **caused** _____?
- What happened because of _____? or What was the **effect** of _____?
- What do you think the author means by [statement in the text that may be confusing]?
- What do you think the main idea of this article is? What are some key details that explain this main idea? **Note:** Some key details could be causes and effects!
- Remind your student to use all the text features for information (photos, captions, etc.)**

After Reading:

- TOGETHER:** To help make sure you understand the article, talk about its main idea. Discuss 3-4 important details that support that idea.
- TOGETHER:** Talk about examples of cause and effect in the article.
- TOGETHER:** Fill in the chart below. **The TUTOR should write so the STUDENT can focus on content.**

| Causes | Effects |
|--------|---------|
| | |
| | |
| | |



4.4A:

Explaining Information

Side One: Introducing the Skill

STEP 3

Name: _____ Date: _____

Directions: Introduce the Skill

- TUTOR: Read these bullets aloud**
 - **An informational text** is different than a story. An informational text teaches readers true things.
 - One way to make sure you understand information in a text is to **explain** it in your own words.
 - Readers should use **evidence** from the text when explaining what it says.

- TUTOR: Model the skill** using a sign posted in the Reading Center (A direction, reminder, etc.) Read the sign and then **explain** the information in your own words. Point out the keywords in the sign you used as evidence.

Directions: Try It Out

- STUDENT:** Read the text below.
- STUDENT:** Answer the questions using complete sentences.
- STUDENT:** Re-read your work to explain the ideas in the text.

Cheetahs

The name "cheetah" comes from an Indian word meaning "spotted one." The spots on these wild cats help them hide in the African grassland. Able to run at more than 70 miles per hour, cheetahs hold the title of Fastest Land Animal. However, cheetahs aren't known for their endurance. They can only maintain this speed for 100 yards at a time, the length of a football field.

1. Explain why a cheetah's spots are helpful. Underline the words in the text that gave you this information.

2. Explain what the text says about a cheetah's speed. Underline the words in the text that gave you this information.



4.4A: Explaining Information

Side Two: Guided Discussion

Name: _____ Date: _____

Directions:

- STUDENT:** Choose an article from the packet to read aloud.
- STUDENT:** Write the title below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- Read the title and look through the headings. Predict what the text will be about.
- Set a purpose: When you get to the end of each section, stop and try to explain the information in that section based on what you read.

During Reading:

At appropriate places, ask questions such as:

- Can you explain [specific idea]? What evidence did you use?
(Example: Can you explain how a swimsuit is made and why?)
- Can you explain what this section taught us about [aspect of topic]? What evidence did you use?
- Can you explain what the author means by [quote]? What evidence did you use?
(Example: Can you explain what the author means by "The most common melon in America is the watermelon?")

After Reading:

- TOGETHER:** Choose one section from the text you read.
- TOGETHER:** Fill in the chart below to explain two ideas from that section. **The TUTOR should write so the STUDENT can focus on content.**
- TOGETHER:** Check the box on each line to show that you used evidence from the text to write each explanation.

Section Heading: _____

| Idea | Explanation | Used Text Evidence |
|------|-------------|--------------------|
| | | |
| | | |



3.10A:

Explaining Scientific Concepts

Side One: Introducing the Skill

STEP 3

Name: _____ Date: _____

Directions: Introduce the Skill

TUTOR: Read these bullets aloud

- Remember, an **informational text** is different than a story. An informational text teaches readers true things.
- Informational text can teach readers about **concepts** (big ideas) with many steps or parts.
- Authors can use **sequence** to explain concepts (tell what happens step-by-step, in order.)
- Authors can use **cause and effect** to explain concepts (tell what happens and why.)
- Readers have to make sure they read carefully to understand and remember the concepts authors write about.

- TUTOR: Model the skill** by giving examples of possible scientific concepts and the steps or parts (E.g., how a plant grows is a big **concept**; the parts are the different steps that happen in **sequence**. An earthquake is a big **concept**; the parts are what happens to the earth and why.)

Directions: Try It Out

- STUDENT:** Read the text below.
- STUDENT:** Answer the questions below to explain what happens when tadpoles change into frogs.

From Tadpole to Frog

At first, tadpoles resemble tiny fish darting around the pond. They use gills to breathe and a tail to swim. They live exclusively underwater and eat tiny plants called algae. Within months, they grow front legs and strong hind legs. They grow lungs that allow them to breathe outside the water. Now they are tiny frogs. They can climb out of the pond to find insects and worms to eat.

1. What is the sequence of changes that happen when a tadpole becomes a frog?

- First, _____
- Then, _____
- Finally, _____

2. What *causes* young frogs to be able to leave the water? (Why can they leave the water?)

3. What is the *effect* of young frogs being able to leave the water? (What happens because of these changes?)



3.10A: Explaining Scientific Concepts

Side Two: Guided Discussion

STEP 4

Name: _____ Date: _____

Directions:

- STUDENT:** Choose an article from the packet to read aloud.
- STUDENT:** Write the title below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- Read the title. What concept do you think this article will explain?*
- Set a purpose: As you read, notice how each section explains a concept. Some parts might be told in sequence (order) and some might be explained using cause and effect (telling what happens and why.)*

During Reading:

At appropriate places, ask questions such as:

- What did that sentence/paragraph just teach us about [concept]?*
- What happens first in [concept]? What happens next?*
- What causes _____? or Why does _____ happen?*
- What is the effect of _____? or What happens because of _____?*
- What should we remember about [concept] so far?*

After Reading:

- TOGETHER:** Discuss the concept explained in the article, recalling the key details about that concept.
- TOGETHER:** Discuss how the author explained the concept. Did s/he mostly explain steps in sequence? Did s/he mostly explain what happened and why?
- TOGETHER:** Fill in the chart below by either writing a numbered list of **steps in sequence OR** dividing the chart in half and listing **causes and effects** related to the concept. **The TUTOR should write so the STUDENT can focus on content.**

Concept:

| |
|--|
| |
|--|



2.4A: Main Topic in Informational Text

Side One: Introducing the Skill

Name: _____ Date: _____

Directions: Introduce the Skill

- TUTOR: Read these bullets aloud**
 - **An informational text** is different than a story. An informational text teaches readers true things.
 - Informational text authors write about a certain **topic**, or subject. The information in the text is about that topic.

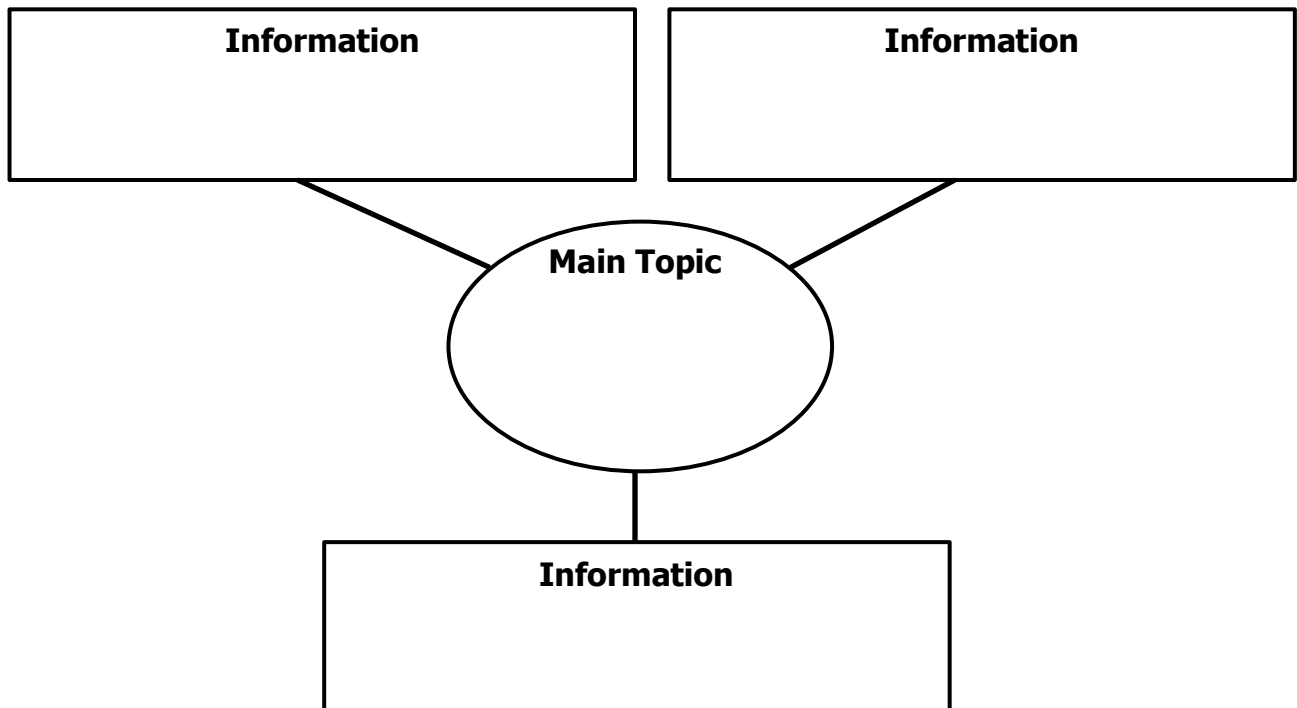
- TUTOR: Model the skill** by telling the student about the topic of an informational book or article you've read. (E.g. "In the paper this morning, I read about a new restaurant in my neighborhood. The **topic** of the article was the restaurant and the **information** was all about the food they will serve.")

Directions: Try It Out

- TUTOR:** Read the text below out loud twice as the student follows along.
- STUDENT:** Listen for the main topic and information about that topic.
- STUDENT:** Fill in the web below. You don't need to use complete sentences.

Bus Travel

Buses are a helpful mode of transportation for many people. Some children take a bus to school each day. Many adults who live in cities take a bus to work or to do their errands, like grocery shopping. People can take buses on longer trips too; some people take buses to go on vacation or visit family or friends far away. A bus trip can even last overnight!





2.4A: Main Topic in Informational Text

Side Two: Guided Discussion

Name: _____ Date: _____

Directions:

- STUDENT:** Choose an article from the packet to read aloud.
- STUDENT:** Write the article title below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- Read the title. What might the topic of this article be?*
- Set a purpose: Let's read to find out the main topic and learn information about that topic.*

During Reading:

After a few sentences:

- What is the main topic of this article?*

At appropriate places, stop and ask:

- What information did you just read about [topic]?*

At the end, ask:

- Was any of the information about [topic] familiar to you already?*
- 2-3 specific questions about the article content ("What..." "Where..." etc.)*

After Reading:

- TOGETHER:** Review the main topic and list four key pieces of information about that topic. **The tutor should write so the student can focus on content.** Re-read the whole chart at the end.

| Main Topic: | |
|-------------|-------------|
| | Information |
| 1. | |
| 2. | |
| 3. | |
| 4. | |



4.5A:

Making Inferences (Informational Text)

Side One: Introducing the Skill

STEP 3

Name: _____ Date: _____

Directions: Introduce the Skill

- TUTOR: Read these bullets aloud**
 - In an informational text, just like in a story, an author expects readers to figure out some things on their own using the **evidence** in the text and their own **knowledge**.
 - Figuring out things that aren't stated in the text is called **making inferences**.
 - Readers often **make inferences** automatically (without even thinking about it) but talking about the inferences you make can help you get better at inferring.

- TUTOR: Model the skill** by giving a concrete example. For instance, if an informational book about jellyfish said, "Your day at the beach would be ruined if you were stung by a jellyfish!" a reader can use the clue "ruined" and his/her own knowledge that getting stung hurts to infer that a jellyfish sting is painful.

Directions: Try It Out

- STUDENT:** Read the text below.
- STUDENT:** Read the bold text and answer the questions in complete sentences.
- STUDENT:** Re-read your work to explain the inferences you made about the text.

Sloths

The best nap-takers in the rainforest, sloths, sleep up to 20 hours per day. Even when they are awake, sloths move extremely slowly. So slowly, in fact, algae can grow on their fur. Sloths may be onto something though. Scientists think their slow movements and the green algae on their fur may help hide them from predators lurking in the treetops.

Sometimes readers have to infer what the author means.

1. What can you infer the author means when she calls sloths "the best nap-takers in the rainforest?" Underline the evidence in the text that helped you.

Sometimes readers have to infer what an unfamiliar word means.

2. What can you infer *algae* means? Underline the evidence in the text that helped you.

Sometimes readers have to infer information the author doesn't fully explain.

3. Where in the rainforest can you infer sloths live? Underline the evidence in the text that helped you.



4.5A:

STEP 4

Making Inferences (Informational Text)

Side Two: Guided Discussion

Name: _____ Date: _____

Directions:

- STUDENT:** Choose a text from the packet to read aloud.
- STUDENT:** Write the title below.

- TUTOR:** Use the prompts below to guide a discussion before, during and after your student's reading.

Before Reading:

- Read the title and look through the text. Predict what it will be about.
- Set a purpose: As you read, practice making inferences to figure out things the author doesn't state.

During Reading:

At appropriate places, ask questions such as:

- What can you infer the author means by [quote]? What evidence/knowledge did you use?
- What can you infer [vocabulary word] means? What evidence/knowledge did you use?
- What else can you infer about [aspect of topic] that the author didn't exactly say? What evidence/knowledge did you use?
- Can you explain [specific idea]? What evidence did you use?

After Reading:

- TOGETHER:** Choose one section from the text you read.
- TOGETHER:** Fill in the chart below to explain two inferences you made in that section. **The TUTOR should write so the STUDENT can focus on content.**

Section Heading: _____

| Inference | Evidence Used | Knowledge Used |
|-----------|---------------|----------------|
| | | |
| | | |