

READING EXPRESS LESSON SAMPLER

Level E (Grade 5), Lesson 23—Cause and Effect

The contents of this sampler will allow you to teach one complete lesson.

Lesson Structure

Flexible lessons can be adapted to available time frames.

- Teach a focused minilesson in as little as 10 to 20 minutes
- Provide a 30-, 60-, or 90-minute intensive skill-development block
- Split study over several days

Diagnostic Assessment

Pre and Post Tests

Four full-length tests covering all standards can be used for

- diagnosing performance gaps
- measuring progress
- assessing skill mastery

Unit Tests

Two tests per unit provide opportunities for testing following instruction as well as retesting if reteaching is necessary.

ExamView® Software

- create custom tests focused on specific standards
- format tests based on your state assessments
- administer tests in paper and pencil or electronic formats
- create performance reports by student, class, objective, and state standard

Introduce the Skill

ELL Resource—

skill-specific lessons and reproducibles to frontload vocabulary and build background knowledge for English Language Learners.

Explain—

offers a quick introduction to the standards-based skill.

Model the Skill

Expand—

a transparency minilesson is used to model each skill. The Teacher Guide supports the minilesson transparency with additional scripting for intervention and instruction on the featured skill.

Practice the Skill

Explore—

reproducible activities provide scaffolded student practice for each skill. The Teacher Guide includes suggestions for differentiated instruction. Student practice activities are offered as reproducibles and in consumable workbook format.

Assess the Skill

Exit Ticket—

an oral assessment of the featured skill in a reading conference setting. By using the suggested questions, evaluating the student work on the **Explore** activities, and using the Assessment Resource, teachers can make a formative assessment on the particular standard being studied.

Additional Practice

Re-Explore—

if students continue to perform below expectations, reproducible **Re-Explore** practice activities are available in the Grade-Level Kit.

TEKS Student Expectations

- 5.11
- 5.11.C
- Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas

Cause and Effect

23

LESSON

English Language Learners

- See *ELL Resource*, Level E, for approaches to addressing the following issues.
- Preteach the academic vocabulary *cause and effect*, *reason and result*, *event*, and *before and after*
 - Preteach cause and effect signal words
 - Summarize difficult passages and sentences
 - Practice using graphic organizers to show cause and effect

Explain

Introduce **cause and effect** by holding up a pencil and asking the following questions. Write students’ responses in a chain of events on the board or an overhead transparency.

Why does the lead of a pencil wear down until the point is dull? (It has been used to write so much.)

So writing with the pencil causes the lead to wear down.

What is the effect when the lead wears all the way down? (It cannot be used to write anymore.)

What does the worn-down lead cause the writer to do? (sharpen the pencil)

*Actions are often linked together. One action happens. This makes something else happen. The first action is the **cause**. Writing causes pencils to become dull. The second action is the **effect**. Becoming dull is the effect of writing a lot with a pencil. Having a dull pencil causes me to sharpen it. The dull pencil is the **cause**. Sharpening is the **effect**.*

As you read, look for causes and effects. They explain why things happen.

Expand (Overhead Transparency 23)

Use Overhead Transparency 23 as a group minilesson on **Cause and Effect**. Begin by reviewing the characteristics of a pencil.

What are some reasons you might need to sharpen a pencil? (You have worn down the point by writing so much. The lead breaks.)

What is the reason for sharpening the pencil called? (the cause)

What is sharpening the pencil called? (the effect)

Discuss the definitions of cause and effect by calling students’ attention to the bullet points on the transparency: *A **cause** is the reason something else happens. An **effect** is what happens as a result of the cause.*

Read aloud the paragraph on the transparency. Then read the first sidebar aloud and point to the title.

What is the topic of this paragraph? (hippopotamuses)

What does the paragraph tell about the size of hippos? (Hippos are large, heavy animals.)

Share the second sidebar with the students and discuss causes.

What do hippos do because they weigh so much? (They spend most of their time in the water.)

Being heavy is the **cause** of the hippos’ actions. Spending time in the water is the **effect**.

23

LESSON

Cause and Effect

Expand

• A **cause** is the reason something else happens.

• An **effect** is what happens as a result of the cause.

Hippopotamus

This big animal spends most of the day resting in lakes. **Because** this animal is so heavy, it spends more time in the water than it does on land. **Since** water helps support the hippo’s huge body, it is more comfortable than when it is on land. Water has another effect. **It also** keeps the hippo cool and moist. If a hippo’s skin gets too dry, it will die.

Begin by identifying the subject of the passage. You will find causes and effects about this subject.

Find out what **causes** a hippo to spend more time in the water than on land. Look for words that show cause and effect relationships in text. A signal word that helps you identify the **cause** here is the word **Because**.

Next, find the **effect**, or results, of spending time in the water. A signal word that helps you identify the **effect** here is the word **Since**.

Often, an effect begins a chain of causes and effects where the last effect becomes the next cause.

Remember: Cause and effect relationships explain the reason things happen or how things became the way they are. The **cause** is the event that *caused* something else to happen. The **effect** is what happened as a result of the **cause**. The **cause** happens *before* the effect, but it doesn’t have to be written first. Look for signal words such as *so, since, as a result, because, and therefore*.

68 Lesson 23 Cause and Effect ■ TEXT STRUCTURES

Level E

What word begins the words that tell the cause? (Because)

Look for signal words as you read. They make it easier to locate causes and effects.

Read the third sidebar aloud and discuss effects.

How does time in the water affect hippos? (They feel more comfortable. Their skin is cool and moist.)

Why are hippopotamuses more comfortable in the water? (Water supports the hippo's body.)

What word begins the words that tell the effect? (Since)

Read the fourth sidebar aloud and illustrate the chain of three events on the board or overhead.

Hippos are heavy—so they spend time in the water—which makes them more comfortable. We can see that the sentences link ideas that tell us causes and effects about hippos.

Conclude the minilesson by reading the Remember statements at the bottom of the overhead.

Explore (pages 58–60)

Complete Explore I as a group. Begin with a review of Academic Vocabulary and Heads Up. Use this first exercise as a bridge between instruction and independent practice and to informally evaluate understanding. Encourage students to explain their thinking. Then challenge students to complete the remaining exercise(s) individually, in pairs, or in small groups.

Differentiated Instruction

Extra Support: Provide students the level of support needed to complete the remaining exercises. Suggested modifications include pairing students with a peer or adult who can support students by asking directing questions. Provide students with a list of possible signal words for exercise II.

Extend: Challenge students to write chains of possible cause-and-effect sentences for resolving a school conflict. Each chain should show the

effects of either positive or negative actions. In a cause-and-effect chain, an effect begins a chain of causes and effects where the last effect becomes the next cause.

APPLY

Social Studies: Remind students that history is the story of the past. Point out that causes and effects made the events happen as they did. To help them understand why different wars were fought, why people moved west, or why historical documents were written the way they were, students should look for causes and effects as they study history.

Science: Identify cause-and-effect relationships in science concepts such as geological processes, chemical and physical changes, or genetics and heredity.

Exit Ticket

Use the following questions as well as student work on the Explore activities as formative assessment on **Cause and Effect**. Discuss students' answers. Offer them an opportunity to reflect on their understanding.

What is a cause? (It's an action that makes something else happen.)

What is an effect? (It's the result that happens because something else happened first.)

Pause and Evaluate

Reflect on students' performances at this point. If they have demonstrated an

understanding during instruction and discussion, independent practice, and the Exit Ticket conference, concentrate on implementing ideas such as those presented in Apply to transfer knowledge beyond this skill-specific lesson.

If you feel that students have not demonstrated an understanding, consider

- Reteaching the lesson using different text and examples.
- Reteaching a certain area of confusion.
- Proceeding to the Re-Explore activity for additional practice. Sidenotes are generally included to guide instruction and encourage metacognition on the part of the student.
- Adapting the lesson to fit other learning styles or modalities.
- Using current reading materials and fashioning lessons from the text.

Re-Explore

Work with students needing more practice to complete the Re-Explore activity. Read the exercise for the student, but ask the student to determine the answers with as much support as needed. You may also pair students needing more practice with an adult or capable peer to complete the guided exercise on **Cause and Effect**.

Answer Key

Explore (pages 58–60)

Exercise I: 1. Because their wings are so small, penguins cannot fly. 2. Since whales are mammals, they come to the surface to breathe air. 3. Many animals cannot survive winter weather, so they hibernate. 4. When the weather turns cold, monarch butterflies fly south to Mexico for the winter. 5. The arctic tern flies from the Arctic to Antarctica and back again during winter to avoid being at the Poles during the freezing season. 6. Many desert insects can suck liquids from plants when water is scarce. 7. Vultures escape daytime heat by flying high into cooler air.

Exercise II: 1. Because beluga is the Russian word for "white one," the white whale is known as the beluga whale. Cause; 2. Some people call it the sea canary since it is a singing creature. Cause; 3. Beluga whales do not have top fins, so they are able to swim easily beneath sheets

of ice in the Arctic Ocean. Effect; 4. In order to be happy, beluga whales live in groups called "pods." Effect; 5. The number of belugas has dropped as a result of fishing. Cause; 6. Therefore, some people want beluga whales named an endangered species. Effect

Exercise III: 1. The wagon train reached Fort Bridger. 2. The pioneers knew the long journey was at an end. 3. The people could get their free land. 4. They built homes and farmed for four years. 5. The land became theirs. 6. They set up towns in Oregon Territory. 7. More people moved to the towns. 8. Oregon grew. 9. Oregon became the thirty-third state in 1859.

Re-Explore

1. They saw many new animals. 2. Many stories had been told. 3. If the herds were especially large; 4. The pioneers hunted buffalo for their meat.

Name _____

Class _____ Date _____

Pretest

Unit 3 ■ Text Structures

Directions: Read the passage. Then answer the related question(s).

If you want to become an astronaut, you will need a lot of training and education. A degree in engineering, science, or math is required. Good communication skills are also necessary. You will need to get lots of exercise and eat right because astronauts have to be in good shape. What else do you need to do if you want to fly a space shuttle? You will need to get a pilot's license and log many hours of flight experience.

1. What question is asked in this passage?

Question and Answer

- Ⓐ How long does it take to train to be an astronaut?
- Ⓑ What do you need to do if you want to fly a space shuttle?
- Ⓒ Why are good communication skills necessary for astronauts?
- Ⓓ What kind of degree does a future astronaut need?

2. What is the answer to the question asked in this passage?

Question and Answer

- Ⓐ You need a pilot's license and flight experience.
- Ⓑ You need a degree in engineering, math, or science.
- Ⓒ You need to exercise and eat right.
- Ⓓ You need lots of training and experience in communications.

Directions: Read the passage. Then answer the related question(s).

Humans design many structures to control rivers. They build bridges to cross rivers. They construct dams and levees to prevent flooding. Dams are also used to produce electricity and create recreational areas. Aqueducts carry water to cities and irrigate dry land. Locks change the water level so boats can travel safely. Rivers are dredged to make them flow the way humans want them to.

While all of these changes help humans, they often create problems for the river habitat. Sediment doesn't flow freely, so plants, animals, and soil don't receive the materials they need to thrive. Water flow is changed, so some areas don't receive enough water to support life. Changes to the river affect all the plants and animals that depend on it. Often the plants and animals can't adjust to the change, and they die.

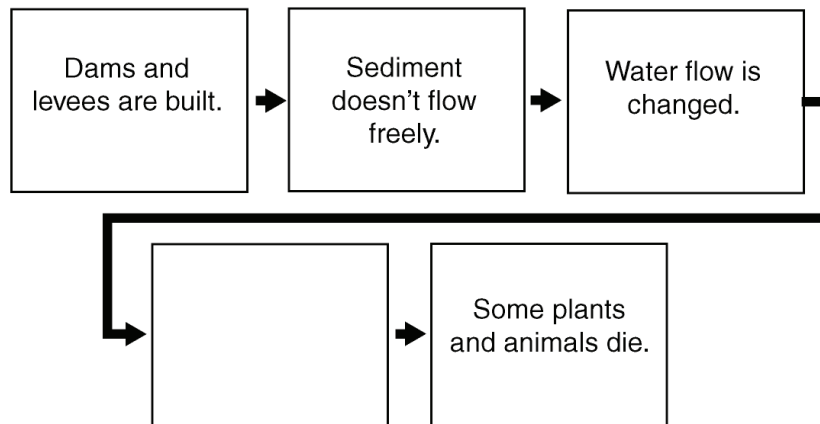
3. Read the sentence from the passage. Then identify the signal word that helps you identify cause and effect.

Sediment doesn't flow freely, so plants, animals, and soil don't receive the materials they need to thrive.

Cause and Effect

- Ⓐ doesn't
- Ⓑ so
- Ⓒ receive
- Ⓓ need

4. Study the cause and effect graphic organizer. Which event best completes the organizer?



Cause and Effect

- Ⓐ Aqueducts carry water to cities and farms.
- Ⓑ These changes help humans.
- Ⓒ Locks change the water level.
- Ⓓ Some areas don't receive enough water.

Directions: Read the passage. Then answer the related question(s).

Jeff Bradshaw glared at Javier as if he were trying to intimidate him. At first, it looked like it was working. Javier swung at Jeff's initial pitch, even though it was high and outside. Then he let the second pitch pass by. Finally, Javier shifted his stance, as if he had suddenly become serious about batting.

Jeff wound up and threw the ball right across the plate. This time, Javier connected and sent the ball sailing out of the ballpark. Jeff's mouth hung open with surprise.

5. Which of the following events happened first in this passage?

Chronological Order

- Ⓐ Javier shifted his stance.
- Ⓑ Javier sent a ball out of the ballpark.
- Ⓒ Jeff tried to intimidate Javier.
- Ⓓ Javier let a pitch pass by.

6. List at least three words or phrases from the passage that signal chronological order.

Chronological Order

Directions: Read the passage. Then answer the related question(s).

As more settlers moved west, communication with family and friends became difficult. To solve this problem, the Pony Express was started. This business used young men on horses to deliver mail from St. Joseph, Missouri, to Sacramento, California.

7. In this passage, what problem did settlers have?

Problem and Solution

- Ⓐ It was hard to communicate with family and friends.
- Ⓑ More people moved west.
- Ⓒ Young men had trouble delivering the mail.
- Ⓓ St. Joseph, Missouri, was not a big town.

8. What was done in an attempt to solve the settlers' problem?

Problem and Solution

Directions: Read the passage. Then answer the related question(s).

While all deserts are dry, all deserts are not hot. In fact, deserts can be divided into three groups: cold deserts, hot deserts, and deserts that are both hot *and* cold.

Cold deserts have cold temperatures year-round. Most water falls as snow or ice and stays frozen. Antarctica and Greenland are examples of cold deserts.

Hot deserts never escape the heat. Daytime temperatures can reach 100°F or higher. The hot, dry air can make life in the hot desert difficult for plants, animals, and people. The Sahara Desert in Africa and the Mojave Desert in North America are hot deserts.

Hot and cold deserts are those that have both hot and cold seasons. Often the hot season is very hot and the cold season is very cold. The Namib Desert in Africa and the Gobi Desert in Mongolia are hot and cold deserts.

9. What is being compared and contrasted in this passage?

Compare and Contrast

- Ⓐ The Namib Desert and the Gobi Desert
- Ⓑ hot and cold deserts
- Ⓒ frozen deserts and dry deserts
- Ⓓ locations of deserts

10. How are the Mojave Desert and the Gobi Desert different?

Compare and Contrast

- Ⓐ The Mojave Desert is always hot, but the Gobi Desert can be hot or cold.
- Ⓑ The Mojave Desert is always cold, but the Gobi Desert can be hot or cold.
- Ⓒ The Mojave Desert is always hot, and the Gobi Desert is always cold.
- Ⓓ The Mojave Desert is always cold, and the Gobi Desert is always hot.

23

LESSON

Cause and Effect

Objectives

- Preteach the academic vocabulary *cause, effect, reason, result, before, and after*
- Preteach cause and effect signal words
- Summarize difficult passages and sentences
- Practice using graphic organizers to show cause and effect

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on pages 303–304.

canary—bird. (Show a picture of a canary.) *This is a **canary**. **Canaries** are small birds. They are usually yellow. Have you ever seen a **canary**?*

endangered species—type of animal that is in danger of dying out. (On the board write black bear, Beluga whale, and buffalo.) *Many animals in the United States are **endangered species**, or a type of animal that is in danger of dying out. The black bear, the Beluga whale, and the buffalo are all **endangered species** of North America. What other animals are **endangered species**?*

escape—to get away. *Sometimes animals **escape**, or get away, from their owners. My dog **escaped** from me at the park. I had to chase him all over. Has anyone else had an animal **escape**?*

fins—triangular arms on sea animals. (Show a picture of a fish and point to the fins.) *This is a fish. This is the fish's **fin**.*

hibernate—to sleep through the winter. *Bears **hibernate**, or sleep, through the winter. What other animals **hibernate**?*

hippopotamus—large African mammal with small eyes and ears and a big mouth. (Show a picture of a hippopotamus.) ***Hippopotamus** live in Africa. They are very dangerous.*

journey—long trip. *This summer, I took a **journey**, or long trip, to Mexico. What **journeys** have you taken?*

lead—material in pencils. (Point to the tip of a pencil.) *This is the **lead** of the pencil. It used to be made of the metal called **lead**, but **lead** is dangerous. Does anyone know what pencil **lead** is made of now? (graphite)*

mammals—animals that breathe air and have live babies instead of laying eggs. *Whales are **mammals** because they breathe air, have babies, and do not lay eggs. What other animals are **mammals**?*

pioneers—early settlers in America. *The **pioneers** were the first European people to travel to the West of the United States to live. Where did the **pioneers** settle, or stay?*

scarce—rare; not easily found. (Point outside and make an observation with *scarce*.) *The clouds are **scarce** in the sky. There are not many clouds. What else is **scarce** outside?*

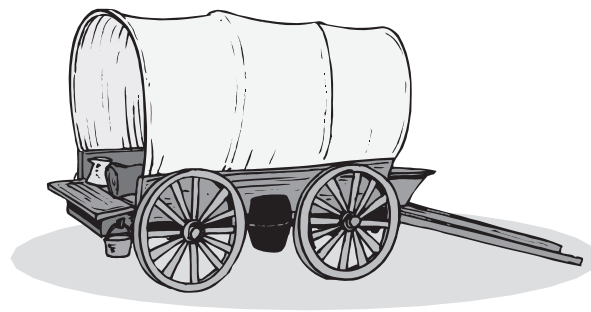
suck—to take in through the mouth. (Demonstrate and exaggerate sucking in air.) *I am **sucking** in air. Now you try **sucking** in air.*

surface—top. (Run your hand along the desk.) *This is the **surface**, or top, of the desk. Put your hands on the **surface** of your desk.*

survive—to live. *Many animals cannot **survive**, or live, in the winter. They either hibernate or go south. What are some animals that cannot **survive** in the winter?*

vultures—large birds that eat dead animals. (Show a picture of a vulture.) *A **vulture** is a large black bird that eats dead animals. Have you ever seen a **vulture**?*

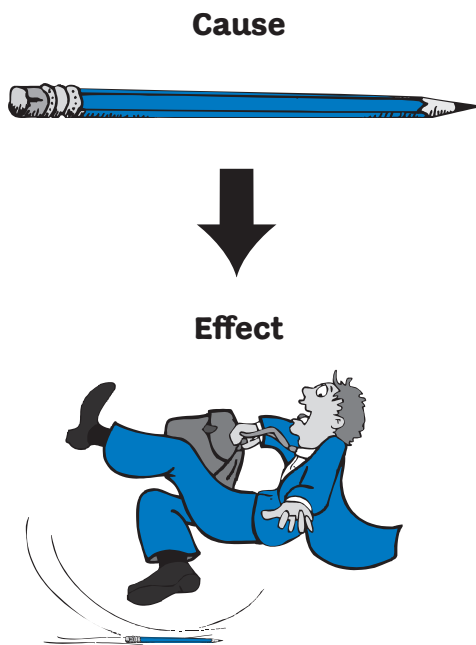
wagon train—long line of old-fashioned vehicles. (If possible draw a wagon on the board.) *Pioneers traveled in **wagon trains**, or long lines of these old-fashioned wagons. How many people do you think could fit in a wagon?*



Cause and Effect *continued*

Preteach Academic Vocabulary and Concepts (cause, effect, reason, result)

(Drop a pencil on the floor. Pantomime tripping on it.) *Oh! I fell. Why did I fall? (The pencil was on the floor.) I fell because the pencil was on the floor. What caused, or made me, fall? The **cause**, or thing that made me fall, is the pencil. What happened because of the pencil? The **effect**, or event that happened, is that I fell.*



(Record this cause and effect in a flow chart on the board. Point to the cause.) *The reason I fell is the pencil was on the floor.* (Write reason next to cause on the chart.) *The result of the pencil is that I fell.* (Write result next to effect on the chart.)

(Write this list of signal words on the board: because, so, as a result, since, therefore.) *Signal words tell you when a writer is using cause and effect.*

- *Because there was a pencil on the ground, I fell.*
- *A pencil was on the ground. So, I fell.*
- *As a result of a pencil on the ground, I fell.*
- *Since there was a pencil on the ground, I fell.*
- *A pencil was on the ground. Therefore, I fell.*

Even though causes come first, or before effects, you can write them after. How can we write these sentences to put the cause after the effect?

(Write sentences as students give you answers.)

Assess Understanding

(Complete the ELL Explore Cause and Effect activity with students. As students work with you, ask comprehension questions.) *What happened? Why did it happen?*

Students should now be ready to participate in Explain and the Expand minilesson.

During the Lesson

Expand

(Read the paragraph aloud as students follow along. Then discuss the following questions.) *What is the topic of this paragraph? What are the signal words? What causes hippos to stay in the water? What other effect does water have on hippos? (Read the topic sentence.) What two events are being compared and contrasted?*

Explore I

(Review the words *cause, effect, reason, result, before, after, surface, survive, hibernate, suck, scarce, vultures, escape, and mammals*. Complete Explore I together. Ask questions as you go through the activity with students.) *What happened? Why did it happen?*

Explore II

(Review the words *canary, fins, and endangered species* from the Preview Vocabulary section. Then complete Explore II, allowing appropriate support for students. Depending on their level of understanding, you can complete the activity together with students, pair up students, or have students complete the activity independently.)

Explore III

(Review the words *pioneers* and *journey* from the Preview Vocabulary section. Then summarize the paragraphs using simple vocabulary.) *The wagon train got to Fort Bridger. The pioneers knew their long journey was over. Now, the trip was over and they could get their free land. They had to build a home and farm the land for four years. Then the land would be theirs. The pioneers set up towns in the area called Oregon. More people went to Oregon. So, Oregon grew. As a result, Oregon became a state.*

(Then complete Explore III, providing appropriate support for students. Depending on their level of

Cause and Effect *continued*

understanding, you can complete the activity together with students, pair up students, or have students complete the activity independently.)

Re-Explore

(Summarize the paragraphs using simple vocabulary.)

The pioneers traveled the Oregon Trail, a path that went from the East to Oregon. They saw many animals. Most pioneers had heard of buffalo. Very few of the pioneers had seen a buffalo. People had told them many stories. As a result, the pioneers really watched for the buffalo. In the past, millions of buffalo lived on the Great Plains, or the area between the Rocky Mountains and the Mississippi River. Large groups of buffalo walked from Canada to Mexico. Sometimes buffalo got scared. Then they ran away. The groups that were very large spent hours running past the pioneers. The pioneers needed food for their journey across the plains. So, they hunted buffalo for their meat.

(Have students complete the activity independently.)

23

LESSON

Cause and Effect

Directions

1. Read the passage below.
2. Read each question.
3. Answer the questions that follow using complete sentences.

Oregon Trail

Jobs were scarce in America in the early 1840s. Poor families in the Midwest wanted better lives. They began heading west to Oregon. They took horses and cows with them. They packed other possessions in covered wagons. Sometimes they took chickens in cages attached to their wagons.

The small wagons were narrow and about 14 feet long. Hoops over the wagon bed supported the cover, which was usually a thick, oiled cotton. The wagons rolled on huge iron-covered wheels. A team of four to six oxen pulled this heavy load.

The wagons carried food, tools, bedding, and a few clothes and pieces of furniture. Riding space was tight. One person sat on the driver's seat to guide the oxen. Babies rode in cradles. Other family members walked.

The 2,000-mile trip to Oregon took four to six months. Wagon trains traveled the Oregon Trail for over 25 years. More than 400,000 people made the hard journey. Many people who started the trip did not survive.

1. Why did families begin heading west to Oregon in the early 1840s?

2. Finish this sentence: Because the wagons carried a heavy load, _____

_____.

3. Why did some family members have to walk beside the wagon?

4. Finish the sentence: The 2,000-mile journey to Oregon was hard. As a result,

_____.

23

LESSON

Cause and Effect

Expand

- A **cause** is the reason something else happens.
- An **effect** is what happens as a result of the cause.

Hippopotamus

This big animal spends most of the day resting in lakes. **Because** this animal is so heavy, it spends more time in the water than it does on land. **Since** water helps support the hippo's huge body, it is more comfortable than when it is on land. Water has another effect. It also keeps the hippo cool and moist. If a hippo's skin gets too dry, it will die.

Begin by identifying the subject of the passage. You will find causes and effects about this subject.

Find out what **causes** a hippo to spend more time in the water than on land. Look for words that show cause and effect relationships in text. A signal word that helps you identify the **cause** here is the word *Because*.

Next, find the **effect**, or results, of spending time in the water. A signal word that helps you identify the **effect** here is the word *Since*.

Often, an effect begins a chain of causes and effects where the last effect becomes the next cause.

Remember: Cause and effect relationships explain the reason things happen or how things became the way they are. The **cause** is the event that *caused* something else to happen. The **effect** is what happened as a result of the **cause**. The **cause** happens *before* the effect, but it doesn't have to be written first. Look for signal words such as *so*, *since*, *as a result*, *because*, and *therefore*.

Write the standard(s) _____

23

LESSON

Cause and Effect

ACADEMIC VOCABULARY

A **cause** is something that makes something else happen. The **effect** is what happens as a result of the **cause**.

HEADS UP

Cause and effect explains the reason things happen or how things became the way they are. As you read, think about why things happen in a certain way. Ask yourself questions like, "What caused something to change?" and "What was the effect of that change?" **Cause and effect** is a common text structure in informational writing.

I Identify Cause and Effect

Read the sentences. Underline the cause once and the effect twice.

1. Because their wings are so small, penguins cannot fly.
2. Since whales are mammals, they come to the surface to breathe air.
3. Many animals cannot survive winter weather, so they hibernate.
4. When the weather turns cold, monarch butterflies fly south to Mexico for the winter.
5. The arctic tern flies from the Arctic to Antarctica and back again during winter to avoid being at the Poles during the freezing season.
6. Many desert insects can suck liquids from plants when water is scarce.
7. Vultures escape daytime heat by flying high into cooler air.



23

LESSON

Cause and Effect

II Identify Signal Words for Cause and Effect

Read the sentences. Underline the signal words or phrases that helped you identify cause and effect. Then answer the questions that follow.

1. Because beluga is the Russian word for “white one,” the white whale is known as the beluga whale.

Do the underlined words tell the cause or the effect? _____

2. Some people call it the sea canary since it is a singing creature.

Do the underlined words tell the cause or the effect? _____

3. Beluga whales do not have top fins, so they are able to swim easily beneath sheets of ice in the Arctic Ocean.

Do the underlined words tell the cause or the effect? _____

4. In order to be happy, beluga whales live in groups called “pods.”

Do the underlined words tell the cause or the effect? _____

5. The number of belugas has dropped as a result of fishing.

Do the underlined words tell the cause or the effect? _____

6. Therefore, some people want beluga whales named an endangered species.

Do the underlined words tell the cause or the effect? _____

23

LESSON

Cause and Effect

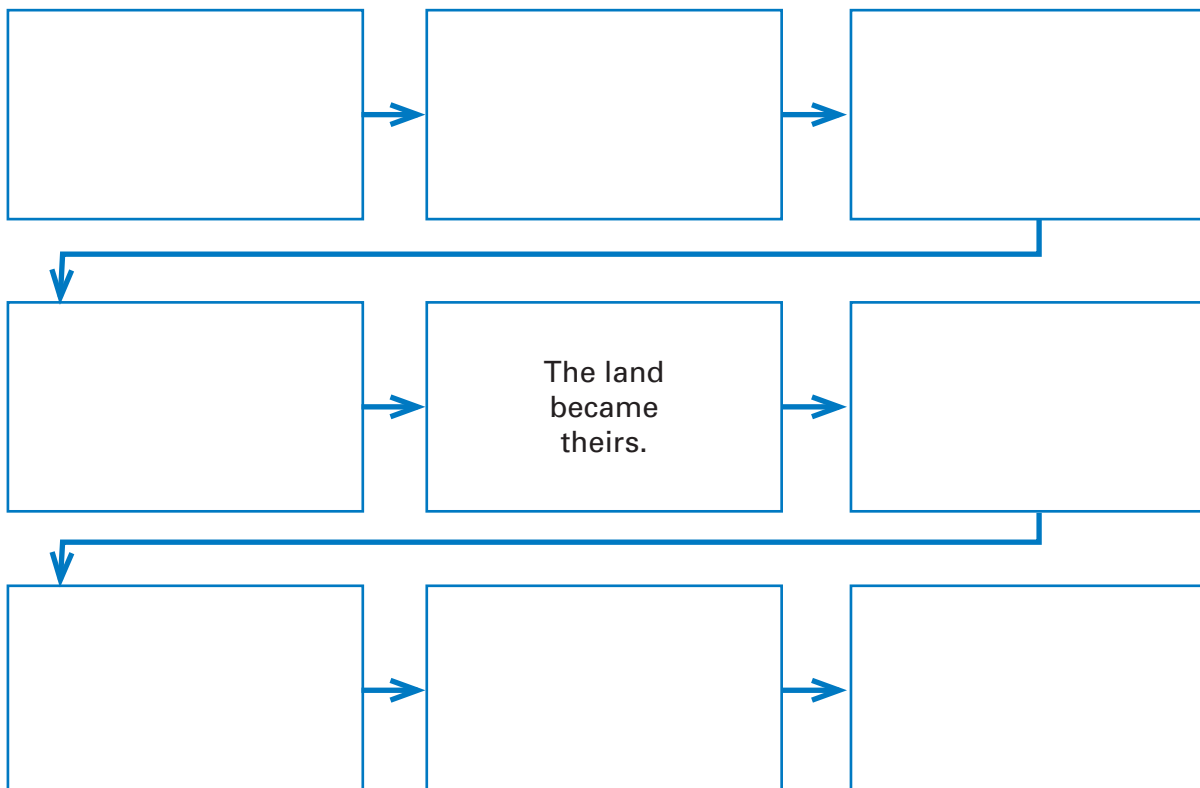
III Use a Graphic Organizer to Show Cause and Effect

Often, an effect begins a chain of causes and effects where the last effect becomes the next cause. List the causes and effects in order to fill in the graphic organizer.

Remember: The **cause** happens *before* the **effect**, but it doesn't have to be written first.

When the wagon train reached Fort Bridger, the pioneers knew the long journey was at an end. Now that the trip was over, the people could get their free land. The land would be theirs after they built homes and farmed for four years.

The pioneers' work set up towns in Oregon Territory. More people moved to the towns, so Oregon grew. As a result, Oregon became the thirty-third state in 1859.



23

LESSON

Cause and Effect

Identify Cause and Effect

Read the paragraphs. Then answer the questions.

Because the pioneers traveled the Oregon Trail, they saw many new animals. Most of the people had heard of buffalo, but few had actually seen them. Many stories had been told, and, as a result, the pioneers kept a sharp watch for these amazing animals.



In those days millions of buffalo lived on the Great Plains. Huge herds roamed from Canada all the way to Mexico. Sometimes buffalo stampede, or run away in terror. If the herds were especially large, it might take hours for the buffalo to pass by. In order to have food for the journey across the continent, the pioneers hunted buffalo for their meat.

1. What was the effect of traveling west on the Oregon Trail?

Think about what the pioneers first saw as they moved along the trail.

2. What caused the pioneers to keep a sharp watch for buffalo?

This is an effect. Find the idea that leads to this effect.

3. Why might it take hours for a buffalo herd to pass one spot?

Look for the word if. It begins the idea that states the cause.

4. How did the pioneers get all the food they needed for the long trip?

Look at the phrase in order to. This shows a cause. Find the idea that follows this cause.