Use Cause-and-Effect and Descriptive Text Structures

1. Focus

Explain Using Text Structures

Say: Authors of informational reports usually use more than one text structure to write about a topic. They use the cause-and-effect text structure to identify relationships in which one event causes another to happen. They use the descriptive text structure to provide details about their topics. You can identify these text structures by their signal words. For example, in cause-and-effect text structures writers use words such as because, so, and since to help readers recognize and follow a cause and its effect.

Model Identifying Cause-and-Effect and Descriptive Text Structures

Read the last paragraph on page 22 of “Keeping Your Brain Healthy and Strong.” Note: You may want to display the page from the book using the interactive whiteboard resources so that students may read along.

Say: This paragraph has many descriptive words telling about a woman during her lifetime. The word was signals descriptions in the paragraph. It sets up sentences telling what kind of person the woman was and what kind of a reader she was. Then, in the fourth sentence, I see the cause-and-effect signal word cause. The author is explaining what happened when doctors looked for the reason for the woman’s death. The text structure signal word cause helps me understand the things that Alzheimer’s disease causes. Begin a text structures signal words anchor chart, adding words from the modeling text.

<table>
<thead>
<tr>
<th>Cause-and-Effect Signal Words</th>
<th>Descriptive Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>- cause</td>
<td>- age of ______</td>
</tr>
<tr>
<td>- causes</td>
<td>- also</td>
</tr>
<tr>
<td>- as a result</td>
<td>- in addition to</td>
</tr>
<tr>
<td>- because of</td>
<td>- nearly</td>
</tr>
<tr>
<td>- by doing so</td>
<td>- such as</td>
</tr>
<tr>
<td>- if</td>
<td>- three major things are</td>
</tr>
<tr>
<td>- so</td>
<td>- was ______</td>
</tr>
</tbody>
</table>

Sample Text Structures Signal Words Anchor Chart

Practice Identifying Cause-and-Effect and Descriptive Text Structures

Say: Now I’ll read another paragraph. Listen for words that show cause-and-effect and descriptive text structures. Read the last paragraph on page 23. Students should notice the use of the word because and the phrase as a result.
that signal a cause-and-effect text structure. They should identify the word **billions** (a size word) as a description. Add words that students identify to the chart.

Work with students to brainstorm other cause-and-effect and descriptive signal words and add them to the chart. Post the chart in your classroom so students can refer to it throughout the unit. Reread and clarify the meaning of unfamiliar words and phrases.

### 3. Independent Writing and Conferring

**Say:** We learned that both cause-and-effect and descriptive text structures are useful when writing informational reports. By using signal words and phrases, authors help their audiences understand topics they write about. Remember to use signal words and phrases when you write your informational reports.

Ask students to consider possible cause-and-effect relationships in one or more of the report ideas they have brainstormed and record them in a paragraph or two-column cause-and-effect chart.

### 4. Share

Bring students together. Invite volunteers to share the cause-and-effect relationships they identified in their topics.

---

### Strategies to Support ELs

#### Beginning

Invite beginning ELs to draw pictures showing a cause-and-effect relationship—for example, a child with wet hair on a rainy day. Meet with students one on one during the independent writing and conferring time and ask them to tell you about their illustration or photograph. You may help students identify a cause and its effect by pointing to specifics in their pictures and asking prompting questions.

#### Intermediate and Advanced

Provide the following idea bank and sentence frames on chart paper to support ELs and struggling writers as they talk about their problems using descriptive and cause-and-effect signal words.

#### All Levels

Display photographs of issues people face daily using the interactive whiteboard resources (or that you have gathered) to visually support students’ discussion about their activities.

---

### Idea Bank

- didn’t do homework
- didn’t eat breakfast
- forgot lunch
- had an argument with sister/brother
- rainy day
- stubbed toe

### Sentence Frames

- Because it was ______, I ______.
- I _______, so ______.
- If ______, then ______.
- For example ______.
- The ______ is very ______.
- This shows ______ and also ______.