

Teacher Toolkit:
Cause and Effect
Essays
And
Summary
Paragraphs

Table of Contents:

Anita Archer Summary Strategy
Summary Writing Scoring Guide (Rubric)
Summaries: Samples for student writers
Writing Assessment Record
Cause and Effect: Useful Phrases
Cause and Effect: Sample Outline
Cause and Effect Graphic Organizer
Cause and Effect Writing Frame
Cause and Effect Rubric
Frontier School Division: Writing Frames Packet

Fifth Grade Teachers,

Here are some useful resources you may want to use to help your students be successful in writing Cause and Effect Essays and Summary paragraphs. Please make sure that these two essays are taught in September and October as the Social Study Quarterly Assessments require these two types of essays from the students.

List – Make a list of important ideas.

- ▶ *Penguin's birth*
 - *Male takes care of egg*
 - *Female lays egg*
 - *Female leaves*
 - *Female spends winter at sea*
 - *The water is very cold*
 - *Male puts egg on his feet under belly*
 - *Male stays on egg for two months*
 - *Male doesn't eat*
 - *Egg hatches*
 - *Mail must care for baby*

Cross-out – Cross out any unnecessary or weak ideas

Connect – Connect ideas that could go in one sentence.

- ▶ *Penguin's birth*
 - *Male takes care of egg*
 - *Female lays egg*
 - *Female leaves*
 - *Female spends winter at sea*
 - ~~*The water is very cold*~~
 - *Male puts egg on his feet under belly*
 - *Male stays on egg for two months*
 - *Male doesn't eat*
 - *Egg hatches*
 - *Mail must care for baby*

Number– Number the ideas in the order they will appear in the paragraph.

▶ *Penguin's birth*

- 3 ◦ *Male takes care of egg*
- 1 ◦ *Female lays egg*
- 2 ◦ *Female leaves*
- 2 ◦ *Female spends winter at sea*
- 2 ◦ ~~*The water is very cold*~~
- 4 ◦ *Male puts egg on his feet under belly*
- 4 ◦ *Male stays on egg for two months*
- 5 ◦ *Male doesn't eat*
- 6 ◦ *Egg hatches*
- 6 ◦ *Male must care for baby*

Write a summary.

The birth process of penguins is fascinating and quite different from that of other animals. The female penguin lays an egg. Soon after laying the egg, the female penguin leaves and spends the winter in the sea. Meanwhile the male must take care of the egg. For two months, he places the egg on his feet under his belly. During this time, the male penguin doesn't eat. Even after the baby penguin hatches, the male penguin continues to take care of the infant penguin.

Name: _____

Date: _____

Summary Writing Scoring Guide

Topic/Prompt: _____

	Below Basic (1 point)	Basic (2 points)	Proficient (3 points)	Advanced (4 points)	Score
Organization	No plan; no fact outline	Attempts a plan; fact outline	Clear plan; useful fact outline	Definite plan; detailed fact outline	
	<input type="checkbox"/> No summary topic sentence; unclear topic sentence <input type="checkbox"/> No facts, or random facts <input type="checkbox"/> No sequencing; sentences do not make sense	<input type="checkbox"/> Attempt at a summary topic sentence <input type="checkbox"/> Some facts; not well organized <input type="checkbox"/> Some sequencing; sentences need to be developed	<input type="checkbox"/> A clear topic sentence with title and summary verb <input type="checkbox"/> Several facts; organized; makes sense <input type="checkbox"/> Good sequencing; sentences connect to one another	<input type="checkbox"/> A strong summary topic sentence; well written with a definite purpose <input type="checkbox"/> Several facts well organized to make a point <input type="checkbox"/> Strong, logical sequencing	
Content	<input type="checkbox"/> Information is confusing or too much unnecessary detail <input type="checkbox"/> Sentences have no clear connection to the topic sentence <input type="checkbox"/> Content shows little or no comprehension of the text	<input type="checkbox"/> Information sometimes repeated or unclear <input type="checkbox"/> Some facts support the topic sentence <input type="checkbox"/> Content shows some comprehension of the text	<input type="checkbox"/> All information is clear and relates to the topic sentence <input type="checkbox"/> Facts sequenced and explained well; clearly support the topic sentence <input type="checkbox"/> Content shows comprehension of the text	<input type="checkbox"/> Quality and quantity of information show obvious attempt to support the topic sentence <input type="checkbox"/> Facts sequenced and presented quite well, with confidence and skill <input type="checkbox"/> Content shows an in-depth understanding of the text	
	<input type="checkbox"/> Many fragments and/or run-on sentences; several short, choppy sentences <input type="checkbox"/> Repeated words or phrases; many words used incorrectly <input type="checkbox"/> No clear purpose; no sense of summary style	<input type="checkbox"/> Mostly simple sentences or sentences that begin the same way <input type="checkbox"/> Basic words and descriptions <input type="checkbox"/> Style of paragraph fits summary writing needs development	<input type="checkbox"/> Different sentence structures; variety in the way sentences begin <input type="checkbox"/> Familiar/ordinary words fit the topic; descriptive words used effectively <input type="checkbox"/> Good sense of summary style; paragraph fits the task	<input type="checkbox"/> A variety of good simple, compound, and complex sentences <input type="checkbox"/> Rich vocabulary and descriptions <input type="checkbox"/> Definite sense of summary style; words, phrases, and sentences used well	
Neat + CUPS*	<input type="checkbox"/> Many errors in CUPS that interfere with reading; no paragraphing <input type="checkbox"/> Shows lack of language skills <input type="checkbox"/> Not readable	<input type="checkbox"/> Some errors in CUP that slow down the reader; attempts a paragraph <input type="checkbox"/> Some problems with language <input type="checkbox"/> Not neat; still readable	<input type="checkbox"/> Few errors in CUPS, but they do not interfere with reading or understanding; accurate paragraphing <input type="checkbox"/> Correct use of language <input type="checkbox"/> Neat, readable	<input type="checkbox"/> Minimal, if any, errors in CUPS; obvious paragraphing <input type="checkbox"/> Skilled use of language <input type="checkbox"/> Exceptionally neat; obvious effort to engage the reader	
	*Neat – Neatness C = Capitalization U = Usage P = Punctuation S = Spelling				Total Score (16 possible)

Summaries

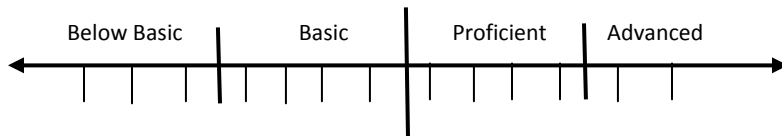
Samples for Student Writers

Prompt: Write a good summary paragraph for a children's book that you liked when you were younger. Include the title and author.

Below Basic

The Brave Cowboy

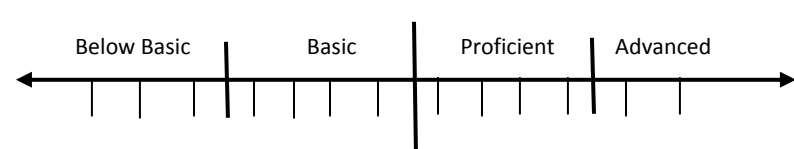
It was a good story. I read it and it is about a cowboy. He plays a lot he has cowboy clothes. It is a good book to read. I used to read it at my old school when the teacher said to take out a book and read.



Basic

The Brave Cowboy

The story is about a small boy who likes to be a cowboy. The story is The Brave Cowboy. In the morning he east breakfast and cleans up. All day he is a cowboy in his cowboy clothes. He pretends a lot. He goes to a rodeo and catches robbers.



Summaries

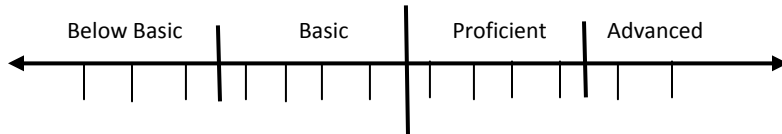
Samples for Student Writers

Prompt: Write a good summary paragraph for a children’s book that you liked when you were younger. Include the title and author.

Proficient

The Brave Cowboy

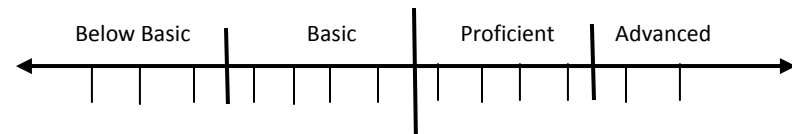
The story *The Brave Cowboy* by Joan Walsh Anglund described a little boy who likes to imagine that he is a cowboy. In the morning when he wakes up he is a normal boy. He eats breakfast and brushes his teeth. Then he puts on his cowboy clothes. He pretends lots of different things. He finds cattle rustlers and bank robbers. He saves a strange couch. He even is a sheriff. He leads a wagon train and goes to a rodeo. At night he is just a normal boy again, but he dreams about being a cowboy.



Advanced

The Brave Cowboy

The story *The Brave Cowboy* by Joan Walsh Anglund tells about a little boy with a great imagination. Every morning he wakes up and he does lots of regular things like eating breakfast and brushing his teeth. After he eats he likes to pretend that he’s a cowboy. He gets his cowboy clothes on and then has many adventures. Sometimes he finds cattle rustlers and bank robbers. Later, he saves a stagecoach. He even pretends to be a sheriff or a cowboy who leads a wagon train. Of course, he goes to a rodeo. At night he is just a normal boy again who dreams about being a cowboy.



Name: _____

Writing Assessment Record

The form features a vertical axis on the left with arrows at both ends. The axis is divided into four horizontal sections by thick lines. The top section is labeled 'Advanced' and contains scores 14, 15, and 16. The second section is labeled 'Proficient' and contains scores 11, 12, and 13. The third section is labeled 'Basic' and contains scores 7, 8, 9, and 10. The bottom section is labeled 'Below Basic' and contains scores 4, 5, and 6. To the right of the axis are 17 horizontal lines, each corresponding to a score from 4 to 16.

Level	Score	Recording Line
Advanced	16	_____
	15	_____
	14	_____
Proficient	13	_____
	12	_____
	11	_____
Basic	10	_____
	9	_____
	8	_____
	7	_____
Below Basic	6	_____
	5	_____
	4	_____

Cause and Effect: showing how facts or events effect other facts or events.

Useful phrases for explaining cause and effect

The result is ...

Therefore...

This results in...

nevertheless...

As a result ...

accordingly ...

Precipitating ...

if ...

Initiating ...

then ...

Triggering ...

thus ...

The effect of this is ...

since ...

As a consequence ...

because ...

Consequently ...

inevitably ...

This, in turn, causes ...

This leads to ...

So that ...

Sample Outline Cause/Effect Essay

I. Intro:

Lead:

Thesis Statement:

.....Is a big problem in Thailand/modern society etc.

Or

These Days many people like to

Guide:

There are three main causes of in :

.....,

....., and

Or

There are three main effects of in :

.....,

....., and

Or

There are three main reasons why people like to,

.....,, and

II One cause of / effect of / reason why

1. Support / example 1

2. Support / example 2

III Another cause of / effect of / reason why

3. Support / example 1

4. Support / example 2

IV A third cause of / effect of / reason why

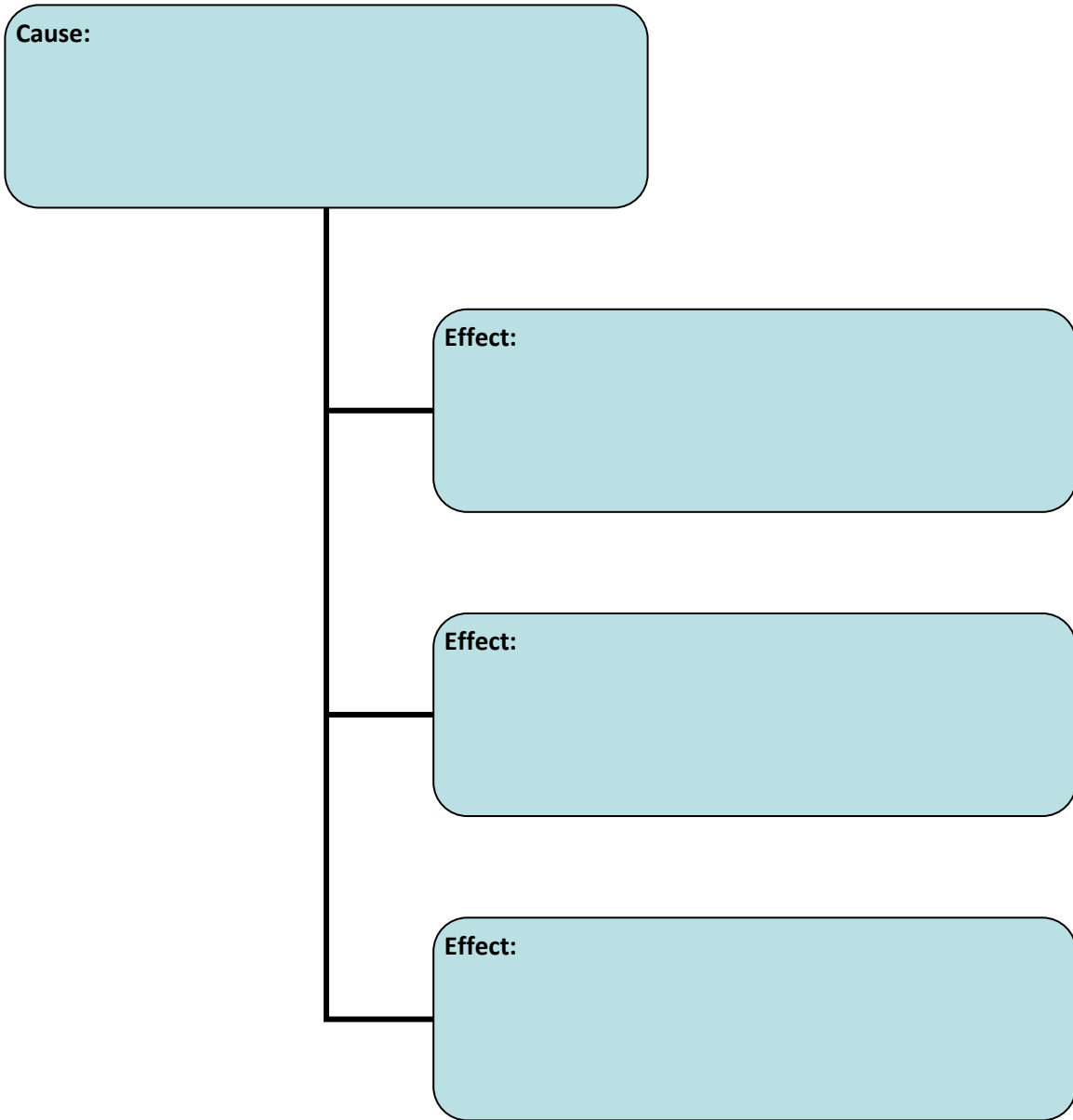
5. Support / example 1

6. Support / example 2

V Conclusion (suggest a solution)

In Conclusion

Cause and Effect Graphic Organizer



Conclusion:

Cause and Effect Writing Frame

A major cause of _____

was _____

It had several important impacts or effects. The first impact was _____

The second effect was _____

Finally, the last impact or effect was _____

As a consequence of the first impact _____

Consequently the second effect had _____

As a result of the third impact or effect _____

In conclusion due to the three impacts/effects this was the result _____

Cause and Effect Writing Rubric - 5th grade

Task Component	4 pts.	3 pts.	2 pts.	1pt.
Introductory paragraph	A creative introductory paragraph made the reader interested in reading the essay	An introductory paragraph with some creativity was included	A simple introductory paragraph was included	No introductory paragraph was included
Cause-and effect relationships	At least three cause-and-effect relationships were clearly described in detail	Two cause-and effect relationships were clearly described in detail	One cause-and effect relationship was clearly described in detail	No cause-and effect relationships were described
Concluding paragraph	A creative, clear, and interesting concluding paragraph was included	A concluding Paragraph with some creativity was included	A simple concluding paragraph was included	No concluding Paragraph was included
Logical order/ organization	Information in paragraph was very organized	Information in paragraph was somewhat organized	Information in paragraph was poorly organized	Information in paragraph was not organized
Language conventions	No capitalization, spelling, or punctuation errors	One to three capitalization, spelling, or punctuation errors	Four to six capitalization, spelling, or punctuation errors	More than six capitalization, spelling, or punctuation errors
Graphic Organizer	Graphic organizer is used thoroughly to brainstorm ideas before putting in paragraph form.	Graphic organizer is used for some general idea mapping before putting in paragraph form.	Graphic organizer is used for very little mapping before writing.	Graphic organizer is not used.