

Elementary Reading

Academic content standard(s)

Grade 2 Reading

Analysis & Interpretation of Informational Texts/Citing Evidence: Making Inferences about causes and effects when signal words are present

Common Core State Standards: Language Arts – Grade 3

CC.RL.3. Reading Standards for Literature Craft and Structure

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

CC.RI.3. Reading Standards for Informational Text Integration of Knowledge and Ideas

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause / effect, first / second / third in a sequence).

Big Idea

Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of a text

Learning Goals

Students will:

- Understand the differences between cause and effect
- Identify causes in a text
- Identify effects in a text
- Make inferences orally and in writing / drawing about cause and effect from informational texts

Success Criteria

I can:

- Explain how I connected information in a non-fiction text
- Point out in the text the different characteristics of non-fiction I used to understand my reading
- Identify the signal words that helped me determine the cause and effect
- Explain my inference about cause and effect during a pair / share and in a 1-1 reading conference

Misconceptions students are likely to have about this topic

- Confusing facts and opinions
- Students not using signal words to inform inference
- Students apply personal knowledge rather than text-based knowledge



Considerations for Diverse Learners

Refer to your Resources folder for some things you might consider in revising the plan for ELLs (*Revising Lesson Plan for Elementary Reading ELLs*).