

Teaching Cause and Effect Routine Device Checklist

Directions: Put a checkmark (✓) by each component present.

Teacher: _____
School: _____
Date: _____

Coach: _____
Subject: _____
Topic: _____

RESTATED QUESTION

p. 3 in the Cause and Effect Routine manual

- Is written in the box 1;
- Is written as a question;
- Is a good restatement of the question that may have contained synonyms, etc;
- Contains the words "cause," "effect," or both "cause and effect;"
- Has the event (e.g., action, idea, procedure) underlined or highlighted;
- Is useful for studying (includes important information that will most likely be assessed).

KEY TERMS AND EXPLANATIONS

p. 3 in the Cause and Effect Routine manual

- Are listed in box 2 under Key Terms;
 - Are each explained briefly in box 2;
 - Are the important words or phrases that must be understood to discuss and answer the question;
 - May be implicit or explicit in the question or event;
 - Are clear and student-friendly.
- NOTE: Key terms and explanations may be added at any point in the lesson as needed.

EVENT AND BACKGROUND INFORMATION

p. 3 in the Cause and Effect Routine manual

- Has the event identified in Section 1 written and highlighted at the top;
- Contains clear explanations of what happened or what was presented in the event;
- Are written in parallel format;
- Are clear and concise.

CAUSES AND CONNECTIONS

pp. 3-4 in the Cause and Effect Routine manual

- Are written in box 4;
- Causes are clearly explained in the portion to the left of the vertical dotted line in Section 4;
- Words connecting the cause to the event are written in the section to the right of the vertical dotted line;
- Lines with arrows or brackets are used to connect the causes to the event;
- The word(s) connecting the causes to the event are good verbal connectors from the cause to event that can be read as a sentence.

EFFECTS AND CONNECTIONS

pp. 4-5 in the Cause and Effect Routine manual

- Are written in box 5;
- Effects are clearly explained in the portion to the right of the vertical dotted line of Section 5;
- Words connecting the effect to the event are written in the section to the left of the vertical dotted line;
- Lines with arrows or brackets are used to connect the event to the effects;
- The word(s) connecting the causes to the event are good verbal connectors from the cause to event that can be read as a sentence;
- Upon completion, the three central sections can be read from left to right as a coherent answer.

ANSWER

p. 5 in the Cause and Effect Routine manual

- Is a clear statement answering the question in Section 1 (written in box 6);
- Includes either causes or effects, or both as elicited by the question;
- Is a complete sentence;
- Is written in student-friendly language, helping the students use the critical event

OVERALL

- Teaching Cause and Effect Routine focuses on critical content and makes relationships clear.
- Teaching Cause and Effect Routine makes abstract, complex content more understandable for students.
- Teaching Cause and Effect Routine is a useful tool for studying (includes the important information that will be assessed in a unit, course, or state assessment).

COMMENTS: