



# Writing Mat 6a: Expository Writing: Cause and Effect (Intermediate)

Mat 6a builds on skills from Mats 1-5. With Mat 6a, use a specific structure to write sentences about an event or action (cause) that causes something to happen (effect). The directions and mat are identified by the star symbol, meaning it is for young writers with intermediate abilities.

**Students: Plan your idea by writing sentences about an idea or topic that has a cause and an effect. Use the words in the Some Words to Use box to guide your writing. Write two sentences for the cause, and two for the effect.**

  
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Use QR code to access  
a video of how to use  
the mat!



TENNESSEE  
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## TRACING LETTERS:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

## SOME WORDS TO USE:

|        |         |  |
|--------|---------|--|
| since  | because |  |
| led to | yet     |  |
| if     | then    |  |

## TIME TO PLAN:

Cause

Effect



## LET'S WRITE:

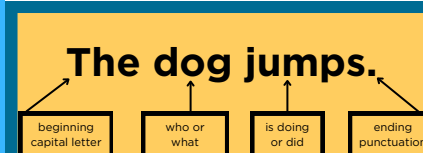
Handwriting practice lines for the 'LET'S WRITE' section. Each line consists of a solid blue top line, a dashed red middle line, and a solid blue bottom line. There are 10 such lines available for writing.

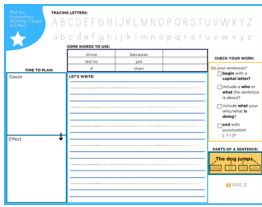
## CHECK YOUR WORK:

*Do your sentences?*

- ☐ **begin** with a **capital letter**?
- ☐ include a **who** or **what** the sentence is about?
- ☐ include **what** your **who/what is doing**?
- ☐ **end** with punctuation ( . ? ! )?

## PARTS OF A SENTENCE:





# Writing Mat 6a: Expository Writing: Cause and Effect Guide

**Print out the page to write on it with a pencil. You also can place the printed page in a plastic sheet protector to use with a dry- or wet-erase marker with a thin point.**

## TRACING LETTERS:

ABCDEFGHI

**Parents/Caregivers/Teachers:** The mat includes a model of the alphabet in lowercase and uppercase printed letters. The letters are printed with dashed lines so they can be used for tracing practice. For example, your child/student could trace each letter and then say the name of the letter, or they can trace the letters in their name. The alphabet also can be used while writing to help remember how to form each letter.

**Students:** At the top of your mat, you have the alphabet written in uppercase (capital) and lowercase print. The letters are dashed so that you can practice tracing the letters. Also, use the letters to help you spell words while you write.

## SOME WORDS TO USE:

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

**Parents/Caregivers/Teachers:** Another part of the mat is a place to write words your child/student may want to use in their story. This mat includes some words that would be good to use when writing a story that has a cause and effect. Your child may want to use some of those words when they are writing. You can write words that you believe would be difficult for them to write independently. You also could ask them if there are any words that they would like to include in their writing. For example, if their story is about a trip to the park with their dog, Tahlula, you would write the dog's name in a box. You also may want to write the words walk and park. Of course, you want to encourage them to sound out the words and spell the words as best they can, using what they know about letters and sounds. Therefore, don't write all the words your child/student will need. Limit this to words that they would not be able to sound out on their own.

**Students:** Now that you have your idea and a plan for what you will write, think about some words that might help you write your story. You will see some words are already written in the Some Words to Use box. These are some words that are good to use when writing a story with a cause and effect, so you may want to include some of these words. You also can think about some other words that you might need help spelling. Don't forget that your spelling does not need to be perfect. Use what you know about letters and sounds to spell the words.

## TIME TO PLAN:

|        |
|--------|
| Cause  |
| Effect |

**Parents/Caregivers/Teachers:** On the left side of the mat, you will see a space for your child/student to plan the writing of an event or action that causes something else to happen (a cause and effect). Planning is an important part of the writing process because it helps your child/student think about what they want to write and how they will put their ideas onto the paper. Help your child/student organize what they would like to write by giving an example of a cause and its effect. Begin by having your child/student think about a time when they did something or something happened that caused something else to happen. For example, they may have tripped on a tree root (cause) and then fell into a puddle of mud (effect). Remember that there can be more than one cause and effect in the story. Your child/student can jot some notes in each box. Be sure to have your child/student tell you about their ideas before or after they write their notes in the boxes.

**Students:** In the center of your mat, you have a space to plan what you want to write. Take a few minutes to think about a cause and its effect. A good way to begin is to think about a time when an event or action caused something else to happen. For example, you may have tripped on a tree root when you were running across the park (cause) and then fell into a big mud puddle (effect). Remember there can be more than one cause and effect in your story.

## PARTS OF A SENTENCE:



**Parents/Caregivers/Teachers:** You will see an example sentence in the bottom right-hand corner of the mat. Take a few minutes to read the example sentence and talk about the important parts of a complete sentence. Starting at the beginning of the sentence and moving left to right, point out the parts of the sentence. First, the sentence begins with a capital letter. Next, the sentence must include a subject, or the who or what the sentence is about. The sentence also must include a predicate. A predicate is a verb or the action happening in the sentence. It tells what the subject of the sentence is doing/has done/will do. Finally, the sentence ends with some kind of punctuation. Depending on the sentence, this could be a period, question mark, or exclamation mark. Ask your child/student to think about these parts while they are writing.

**Students:** Before you start writing, take a look at the sentence in the bottom corner of the mat. You will see that the sentence begins with a capital letter [The]. Your sentence must include a subject. This is the who or what your sentence is about [dog]. You also will need a predicate (verb) that tells what the subject is doing/has done/will do [jumps]. Finally, you will need to end your sentence with some kind of punctuation. It will change depending on your sentence. If you are telling something, use a period [ . ]. If you are asking something, use a question mark [ ? ], and if you are excited or want to emphasize something, use an exclamation mark [ ! ].

## LET'S WRITE:

**Parents/Caregivers/Teachers:** Your child/student will complete the writing portion of the mat. Using the notes and the words recorded on the mat, have your child/student write at least two sentences for the cause and two sentences for the effect. If the mat is printed, have your child/student use a pencil. If the mat is in a plastic sheet protector, have your child/student use a dry- or wet-erase marker with a thin point.

**Students:** Now it's time to write! Use the lines on the mat to write about your idea. Look at your notes and the words on the mat. Then, write at least two sentences for each step - the cause and the effect. You should have at least four sentences. Use a pencil if the mat is printed. Use a thin point dry- or wet-erase marker if the mat is in a sheet protector. Have fun!

## CHECK YOUR WORK:

*Does your sentence?*

- ☐ **begin** with a **capital letter**?
- ☐ include a **who** or **what** the sentence is about?
- ☐ include **what** your who/what **is doing**?
- ☐ **end** with punctuation ( . ? ! )?

**Parents/Caregivers/Teachers:** After your child/student is finished writing their cause and effect, have them read it aloud. Ask them to check if each sentence makes sense and communicates what they want it to say. Your child/student may need to add, take away, or change the words at this time. Then, help your child/student use the sentence writing checklist to make sure that they have included all the important parts of a sentence. If they are missing any of the parts, prompt your child/student to go back and revise their sentence to include what is missing. Remember to have them use the model sentence to help them check.

**Students:** After you finish writing the cause and effect, read it aloud and check if it makes sense. You can always add or take away parts until your sentences say what you wanted them to say, and the story makes sense. The last step is to use the checklist to make sure you have included all the important parts of a sentence. If not, go back and add them. You can use the model sentence to help you check.