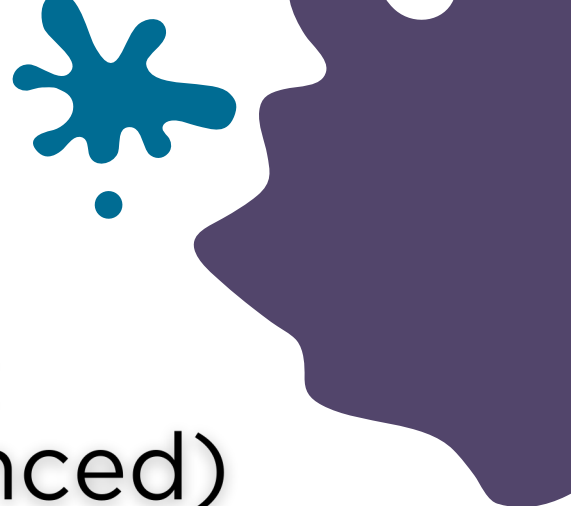
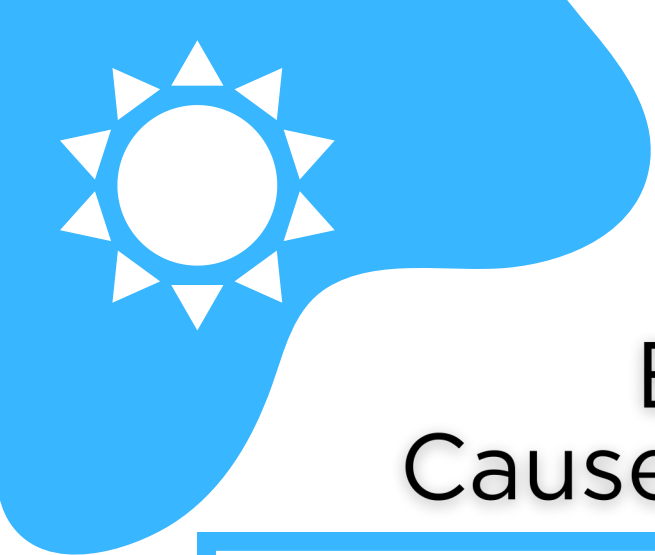




Writing Mat 6b: Expository Writing: Cause and Effect (Advanced)

Mat 6b builds on skills from Mat 6a. With Mat 6b, use a specific structure to write sentences about a cause and its effect. The directions and mat are identified by the sun symbol, meaning it is for young writers with more advanced abilities.

Students: Plan your idea by writing sentences about an idea or topic that has a problem and a solution. 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
READING
RESEARCH
CENTER

Created by Dr. Pamela Bazis,
TRRC Project Collaborator



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

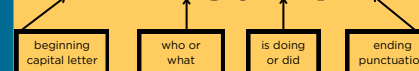
CHECK YOUR WORK:

Do your sentences?

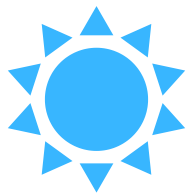
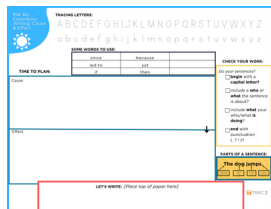
- ☐ **begin** with a **capital letter**?
- ☐ include a **who** or **what** the sentence is about?
- ☐ include **what** your who/what **is doing**?
- ☐ **end** with punctuation (. ? !)?

PARTS OF A SENTENCE:

The dog jumps.



LET'S WRITE: *[Place top of paper here]*



Writing Mat 6b: 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:



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 an effect. Your child may want to use some of those words when they are writing. You also 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. 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 an effect, so you may want to include these. You also can think about some other words that you might need help spelling. You can write these in the Some Words to Use box, or your parent/caregiver/teacher can write the words for you. 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

[Place top of paper here]

Parents/Caregivers/Teachers: The space at the bottom of the mat that says, "Place the top of your paper here," is for your child/student to position a piece of writing paper. This will allow your child/student to refer to the ideas and words recorded on the mat while writing a longer explanation of the sequence or series of events. Encourage your child/student to write two sentences for each part.

Students: The space at the bottom of the mat that says, "Place the top of your paper here," is where you will put your piece of paper. This is so you can see your ideas and words recorded on the mat while you write your story. Write at least two sentences for the cause and two for the effect. 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 the sequence of their topic, 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 sequence of your topic, 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.



Mat 6b:
Expository Writing:
Cause & Effect



TRRC 4