

RE-VIEW

Video: Caution: Flash Flood Alert *Cause-Effect Relationships Nonfiction Text Structure* *(cause-effect chain)*

Reed is still reading about floods! After school, he runs into Paige who is preparing a presentation on cause-effect for a class by building a Rube Goldberg machine that works like a chain reaction. It reminds Reed of the chain of events he read about in his book on killer floods. He can't wait to share this example of Cause-Effect Nonfiction Text Structure!

Now it's **Your Turn!** Read ***Saving Lives*** and create your own *Think Aloud* and Graphic Organizer.

Then compare your thinking with **Reed's Think Aloud and Graphic Organizer.**



Before You Read:

Think about what you may already know about floods and saving lives. Think about what you've learned about cause-effect relationships. Remember that Cause-Effect Nonfiction Text Structure is what authors use to describe an event, what causes, or makes that event happen, and the effect, or the result of that event.

While You Read:

Notice signal words that can help you determine the chain of causes and effects. You may want to highlight signal words in blue. Highlight the causes in orange and the effect in green. (You may use any colors available to you – just remember your color scheme!)

After You Read:

- Think about this question, "How are lives saved?"
- Think about the video you just watched. Reed shared how he made sense of the passage *Saving Lives*.
- Create your own *Think Aloud*. Share how you made sense of this passage, too.

Saving Lives

Forecasters study the conditions that lead up to a past flash flood, or it's "fingerprint." These "fingerprints," such as rapid snow melt, torrential spring rain, or ice dam breakage, provide valuable information. Because forecasters use this past information, coupled with the latest weather radars and technology, they are then able to make more accurate forecasts. When weather conditions may result in flash floods, watches and warnings alert the public. Due to these critical warnings, lives are saved, even if there are only minutes to evacuate and move to higher ground.





Create a Graphic Organizer:

After you have determined the cause-effect chain for saving lives in a flood, create a graphic organizer below to represent your thinking and to help you remember the author's main points.



Compare your Think Aloud with Reed's Think Aloud:

Reed's Think Aloud: "Saving Lives. The title indicates the passage will describe how people can be saved. The first two sentences discuss the *causes* or conditions of a flash flood and now I see that forecasters call these conditions "fingerprints." When a word like "fingerprint" has quotation marks around it or is written in boldfaced type, it signals that it is an important vocabulary word that I will want to remember.

The author has been using a lot of signal words and there should be some around here. There's "because," which the author uses to describe a *cause* or *why something occurs*. The forecaster's ability to use information from the "fingerprint," radar, and technology *causes* something to happen. The signal word "then" tells me that I'm going to find out the *effect*, which is that forecasters are able to more accurately forecast flash floods. I'm going to record my thinking on a *cause-effect chain graphic organizer*. When forecasters use information it causes them to accurately forecast flash floods. In this example, there is a single cause, which has a single *effect*.

In the next sentence, the author uses the signal words "result in." I'm thinking that more events will happen. When an accurate forecast can be made, the *cause*, then watches and warning are sounded to alert the public, the *effect*. Making an accurate forecast of a flash flood was the *effect* of using information. Now, it *causes* warnings to be sounded. This graphic organizer records the continued chain of *cause-effect* relationships.

In the last sentence, from the signal words, "due to" I understand another *cause-effect* relationship. By sounding the warnings, now a *cause*, lives are saved, the *effect*. But then I notice another signal word, "if," which signals a *cause*. I realize that in this last part of the sentence the *effect* came before the *cause*. Lives were saved, the *effect*, because people had time to evacuate to higher ground, the *cause*. I record the events as they actually happened, and not in the order they were written. It really helps to map it out."

Saving Lives

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Compare your Graphic Organizer with Reed's Graphic Organizer:

Reed's Graphic Organizer: "Because there are a chain of events, I'm going to use a cause-effect chain graphic organizer."

Questions to Think and Talk About:

- How do *signal words* help Reed make sense of the text?
- How does the *Cause-Effect Chain Graphic Organizer* help Reed determine important ideas?
- Why is it important for Reed to map out the events in the order they happened, rather than in the order they were written?
- Why might this process help you make sense of text?
- When might this process be useful?

