**Outlining for Cause and Effect Paragraphs Activity, Grade 9/10, Approx. 40-45 minutes**

**Standards addressed:**

**9.7.2.2.a** *Introduce a topic; organize complex ideas, concepts, and information, to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.*

**9.7.5.5.** *Use a writing process to develop and strengthen writing as needed by planning, drafting, revision, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

**Objectives:**

At the end of this lesson, students will be able to:

* outline topics and ideas using a graphic organizer.
* structure a cause and effect paragraph

**Materials:**

* Graphic organizer template (*Adapted from Kathleen T. McWhorter’s Reflections: Patterns for Reading and Writing*).
* Slips of paper or popsicle sticks, each with a cause written on them.
* A bowl, hat, can, or other container for the slips to be in for students to grab from.

**Procedure:**

1. Introduce lesson about outlines. (5-10 minutes) Possible things to discuss are:
   1. The importance of organization of writing and how it pertains to the writing process.
   2. Discuss the graphic organizer we will be using for this kind of writing. (There should be two handouts for each student of the adapted graphic organizer for cause and effect paragraphs/papers; one for use for this lesson/activity and one for student’s future reference)
   3. Discuss a 3.8 paragraph and how that correlates to the organization (3.8 outline).
2. As a class, go through a practice topic and graphic organizer to demonstrate how to do one. (10 minutes)
3. Each student will then be given a cause topic, chosen from a hat by the student, which they will use to create a cause and effect outline using the provided handout. There should be enough topics for students to switch if they are not comfortable with their chosen topic. (5 minutes)
4. Students will be given the majority of class time to think about their topic and create a graphic organizer of a cause and effect paragraph (30 minutes). Students will be limited to having between one and three effects of their cause due to complexity.

**Assessment:**

Students will turn in their graphic organizers at the end of class. These graphic organizers will be a low-stakes assessment to interpret if students are on track with the objective. The criteria for assessment are as follows:

✓+ : The graphic organizer was complete, meaning all necessary boxes were filled out. Each box had the appropriate information within each box (e.g. the topic sentence or intro to paragraph was in the introduction box; the concluding statement was in the conclusion box, and so on). All information and ideas follow the topic appropriately. (3 pts).

✓ : The graphic organizer was complete. Each box may have the appropriate information, but some possible confusion of which box the information should be placed was noticed. Most of the information and ideas follow the topic appropriately. (2 pts).

✓- : The graphic organizer was partially complete. Boxes have some information and ideas within but may not be pectinate to the topic or in incorrect boxes. Ideas are not always on track or too broad. (1 pt).

0 : Assignment was not completed or partially completed with no intentions of working towards the finished goal. Information was incomplete or absent. Boxes were not filled out or entirely incorrect. Topic and/or ideas are not organized or put on paper well or were absent.

**Citation:** Graphic organizer handout was adapted from Kathleen T. McWhorter’s *Reflections: Patters for Reading and Writing*, page 543.

**Attachments:**

* Graphic organizer template (*Adapted from Kathleen T. McWhorter*)
* List of 40 cause topics for a cause and effect paragraph