**Cause and Effect Links**

A *cause* is something that makes something else happen. Out of two events, it is the event that happens first. To determine the cause, ask the question *"Why did it happen?"*

An *effect* is what happens as a result of the cause. Of two related events, it’s the one that happens second or last. To determine the effect, ask the question *"What happened?"*

At times conjunctions (connecting words) are used to link the cause and effect. **Examples of common conjunctions (connecting words) are:**

- since
- therefore
- consequently
- the reason for
- due to
- because
- the cause of
- nevertheless
- has led to
- due to + noun phrase
- because of + noun phrase

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**HIGH-YIELD INSTRUCTIONAL STRATEGIES**

**SIMILARITIES AND DIFFERENCES**

Identifying similarities and differences is a common instructional activity that appears to pay dividends in terms of knowledge development. Apparently the process is basic to human thought.

There are four basic types of tasks that focus on identifying similarities and differences:

- Comparing
- Classifying
- Creating Metaphors
- Creating Analogies.

from
**The Art and Science of Teaching**
Robert J. Marzano
**Compare and Contrast Text/Character Comparison**

<table>
<thead>
<tr>
<th>The life events of</th>
<th>Me, too</th>
<th>Explanation</th>
</tr>
</thead>
</table>

*Identifying similarities and differences*

**QAR-Question/Answer Relationship**

| “Right there” (in the text) | “Think and Search” (text + my thinking) | “In my head” (my thinking only) |

Students answer teacher-prepared questions from text and determine the category of each question. Partners/class discuss categories.

*Identifying similarities and differences*

**Sketch to Stretch**

1. Students listen as a story, article or poem is read to them.
2. Students draw a picture that expresses:
   - how the story, article or poem makes them feel
   - what they think story, article or poem story means
   - what they think the author looks like
   - anything that comes to mind during the reading
3. Students explain their drawing to a partner/small group

The class discusses the similarities/differences in their pictures.

*Identifying similarities and differences*

**Frayer Model**

<table>
<thead>
<tr>
<th>DEFINITION</th>
<th>ILLUSTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>NON-EXAMPLE</td>
</tr>
</tbody>
</table>

Word/Phrase/Concept

*Identifying similarities and differences*
Classifying

Comparing Frame

FRACTIONS and DECIMALS are similar because they both

FRACTIONS and DECIMALS are different because

fractions ________, but decimals ________.

Name 1 | Name 2
---|---
Attribute 1 | 
Attribute 2 | 
Attribute 3 | 

Living Things

Plants | Animals

The teacher posts a question on chart paper. Students record responses to each of the questions on single Post-it® notes. When all responses have been collected, students sort them into like categories and discuss.

Identifying similarities and differences

Sort the word cards (or pictures) into the correct bucket.

Identifying similarities and differences

Identifying similarities and differences

Identifying similarities and differences

Identifying similarities and differences

Identifying similarities and differences
Classifying Organizer

Metaphors
The two items in a metaphor are connected by an abstract or non-literal relationship.

Comparison Matrix
Used to show similarities and differences between two things (people, places, events, ideas, etc.).
Key frame questions: What things are being compared? How are they similar? How are they different?

Identifying similarities and differences
Using Metaphors
A metaphor is a figurative comparison between two rather unlikely things, resulting in an image in the mind's eye. This mental image aids the reader in understanding the comparison.

<table>
<thead>
<tr>
<th>Item</th>
<th>Relationship</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(another way to say it)</td>
<td></td>
</tr>
</tbody>
</table>

Creating Analogies
Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. Example: core is to earth as nucleus is to atom.

thermometer ...is to... temperature

as Both measure things

odometer ...is to... speed

Marzano: Identifying similarities and differences

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Marzano: Identifying similarities and differences

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<table>
<thead>
<tr>
<th>Literal Pattern</th>
<th>Abstract Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Information Superhighway)</td>
<td>(Internet)</td>
</tr>
</tbody>
</table>

Marzano: Identifying similarities and differences

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