



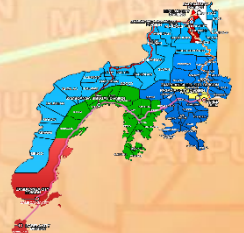
Republic of the Philippines
Department of Education

Regional Office IX, Zamboanga Peninsula



- JANUARY
Makugihon
- FEBRUARY
Mahigugmaon
- MARCH
Matinabungan
- APRIL
Matinahuron
- MAY
Mahapsay og Matimpyog
- JUNE
*Maabtik og Musunod sa
Ihsaklong Oras*
- JULY
Maantigo og Maabilidad
- AUGUST
*Maginhuhunahunon
para sa Urban*
- SEPTEMBER
Madaginton
- OCTOBER
Matinud-anon
- NOVEMBER
Masaligan
- DECEMBER
Maatampoon

5



Zest for Progress
Zeal of Partnership

ENGLISH

Fourth Quarter – Module 3 (Writing Paragraph: Cause-Effect Relationship)



Name of Learner: _____

Grade & Section: _____

Name of School: _____



What I Need To Know

One way to organize information through writing is by showing cause-and-effect relationships. The things that happen are the effects, and the reasons why they happen are the causes.

At the end of the lesson, you are expected to:

1. Write a paragraph showing: cause and effect, comparison and contrast, problem and

solution relationship. *(EN5WC-IIb-2.2.5)*

1.1 Write a paragraph showing cause and effect relationship.



What I Know

Directions: Read each paragraph and note to the explanations of why or how something happened. Complete the pair of cause and effect by filling in the blanks.

1. Nilo's team and Andy's team were playing volleyball. A strong wind carried the ball much farther than Nilo could toss it. Andy's team made a try to catch the ball but it went over the fence and into the street.

Effect: The ball went over the fence and into the street.

Cause: _____

2. Andy ran through the gate. He stood at the side of the street for a while. He waited until all the jeeps and cars had passed. Then he hurriedly crossed the street to get the ball. He threw the ball over the fence.

Effect: Andy stood for a while at the side of the street and waited for all the cars and jeeps to pass.

Cause: _____

3. The boys continued to play. Suddenly, they heard a loud crash. A branch of the narra tree was torn off by the wind and struck an electric post. The live wire was stretched across the street.

Cause: A branch of narra tree was torn off by the wind.

Effect: _____

4. The boys served as traffic police officers. They formed two lines across the street, one on each side of the fallen wire. They waved their handkerchief and stopped the cars from crossing the street.

Cause: A fallen live wire lay stretched across the street.

Effect: _____

5. The school principal called the electric company and reported the accident. One of the boys ran to find a traffic police officer. Workers from the electric company arrived and placed the wire back to the electric post.

Effect: The principal called up the electric company.

Cause: _____



What's In

Directions: Complete this T-Chart to show the Cause-Effect relationship.

CAUSE	EFFECT
1. It rained heavily for whole day.	1. _____ _____
2. _____ _____	2. My father woke up late in the morning.
3. Chelzea's cellphone snatched in the bus terminal.	3. _____ _____
4. _____ _____	4. My mother received a letter from the guidance counselor.
5. She always skipped her lunch.	5. _____ _____



What's New

Directions: Read the paragraph below.

Air pollution may be due to a lot of factors, the most common of which are caused by exhaust gases from vehicles, factory gas emissions, and natural events. Exhaust gases from vehicles have continuously dominated the air especially in highly urbanized towns and cities mainly because the government lacks control and citizens prefer convenience to the harmful effects. Likewise, the government has not exercised good control of factories that emit gas elsewhere.

More often than not. Air pollution is caused by natural events such as forest fires, volcanic eruptions, wind erosion, and pollen dispersal.

Source: Joy in Learning English 5

What is the paragraph about?

Does the key sentence express a cause or an effect?

How many causes of air pollution are stated?

If the topic sentence introduces an effect, what do the supporting details describe?

This paragraph shows cause-and-effect which uses the pattern

one-effect → multiple causes

Find out the cause-and-effect and write your answer in a given table.

Effect (Topic Sentence)	Causes (Supporting Details)



What Is It

- A **cause** is an event or reason which has an effect on something else.
- An **effect** is what happens or a result of a cause.
- **because, since, due to, if, when** are transitional words used to show causes that answer the question why.
- **so, therefore, as a result, consequently, thus, then** are words used to show effects that answer the question what happened.
- The cause-and-effect paragraph can be organized using these pattern: **one cause – multiple effects** and **one effect – multiple causes**.
- A basic paragraph structure usually consists of five sentences: **the topic sentence, three supporting sentences, and a concluding sentence**.

Below are the Steps in Writing a Cause-and-Effect Paragraph

1. Prewriting

Make a list of subjects where a cause-and-effect relationship is found.

After you have chosen a topic or subject, give a clear explanation of how one or more events or situations resulted in another event or situation.

2. Drafting

When you are ready with your materials, you can do the actual writing.

Review all the information you have gathered and identify the causes and the effects. Organize your information using an outline. List down the causes and the effects and the supporting details.

3. Revising

It is the general process of going back through your whole draft, from the start to end, and improving the content of the paragraph.

4. Editing

It is last process of revising each word and lines of your draft.

Elements of Paragraph Writing

1. Unity. Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion.

2. Order. Order refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.

3. Coherence. Coherence is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

4. Completeness. Completeness means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Here is an example on how to organize a paragraph showing cause-and-effect relationship.

Water covers more than 70% of the Earth's surface and constitutes over 60% of the human body. If water is polluted, marine life, wildlife health, and human well-being are affected extensively. To prevent pollution, there must be an immediate check on our daily habits and the types of products we consume, including our knowledge on the causes and effects of water pollution in the environment.

There are many ways by which water becomes polluted. First, sewage from domestic households, factories and commercial buildings is treated in water treatment plants. This is often disposed of into the sea. Second, solid wastes and human litter such as Styrofoam, aluminium, plastic, and glass are dumped into rivers, lakes, and seas. Next, industrial wastes from factories going to the rivers contaminate the waters. Aside from this, oil spills from tankers and oil from ship travel do not dissolve in water, thus, forming a thick sludge. When fossil fuels are burned, acidic particles are formed in the atmosphere, causing acid rain.

Because of the pollution, groundwater contaminated by pesticides causes damage to reproductive processes within wildlife ecosystems. Sewage, fertilizer, and other chemicals increase the growth of algae which depletes the oxygen in water, upsetting the natural ecological balance in rivers and lakes. These also poison fish which humans eat. Swimming in and drinking contaminated water causes skin rashes and health problems like cancer. Human-produced litter like plastic bags and oil spills can kill marine animals. Solid waste accumulated in streams and rivers causes flooding, too.

Facts on water pollution are alarming, especially its huge impact on human health and marine animal ecosystems. If we do our part by not polluting the water, we can help improve aquatic life and our health, in general.



What's More

Activity 1

Directions: A. The pictures show the effect of what happened when Bohol experienced a powerful earthquake measuring 7.2 magnitude last October 15, 2013. Write a sentence on the space provided based from each picture.



1.

Source: *Philippine EnviroNews*



2.

Source: *IDEA Philippine*

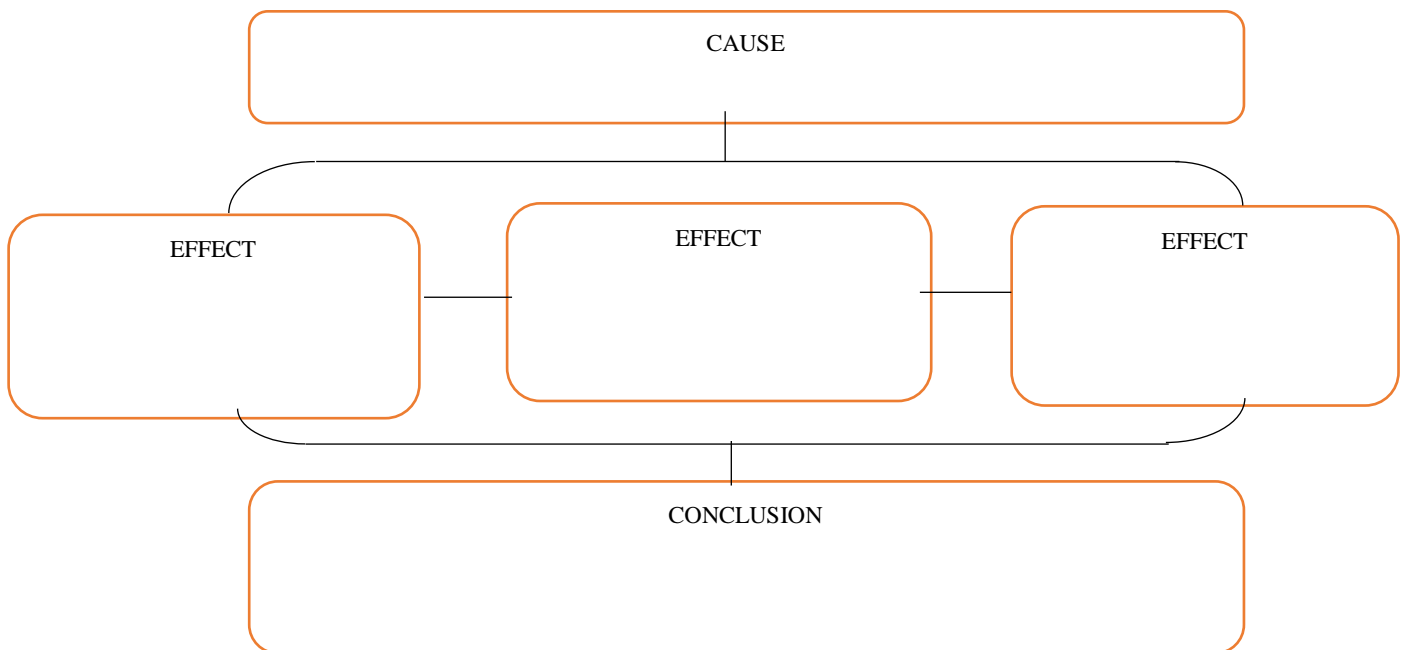


3.

Source: *The Atlantic*

Activity 2

Directions: Using the chart below. Organized your ideas in **Activity A** to help you in writing a paragraph. Write your answers in the box.



Activity 3

Directions: Based from the pictures and chart in **Activity 1 and 2**, write the paragraph on a separate sheet showing cause-and-effect.

Activity 4

Directions: Combine these pair of sentences into one showing cause-effect relationship. Use the words inside the box to combine the sentences. Write your answer on the space provided below the sentence.

because since due to if when
so therefore as a result consequently thus then

1. People do not follow health protocol.
They were infected with the virus.

2. My parents are too busy working as front liners.
They have no time to guide me in my modular learning.

3. There was no face-to-face class this year.
Teachers monitored their pupils through phone call.

4. Jane does her work well in school.
She gets a reward from her parents.

5. Rommel got very low in the written and performance task in Math.
He failed the subject.



What I Have Learned

Directions: Fill in the blank. Choose the answer from the words inside the box.

Why	Revising	What Happened
Paragraph	Pre Writing	Topic Sentence
Concluding Sentence	Coherence	Cause
Order	Completeness	Effect
Transitional	Editing	Drafting
	Three Supporting Sentences	

_____ is an event or reason which has an effect on something else.

It answer the question _____ ?

_____ is what happens or a result of a cause. It answer the question

_____ ?

To connect the idea of cause and effect, we use _____ words.

A _____ is a group of sentences organized around a central topic. A basic paragraph consist of five sentences: _____, _____ and a _____ .

To help you in writing a paragraph, we need to follow the steps in writing such as _____, _____, _____ and _____. Aside from the steps in writing, we need also to consider the elements of writing.

_____ It refers to the way you organize your supporting sentences.

_____ It is the quality that makes your writing understandable.

_____ It means a paragraph is well-developed.

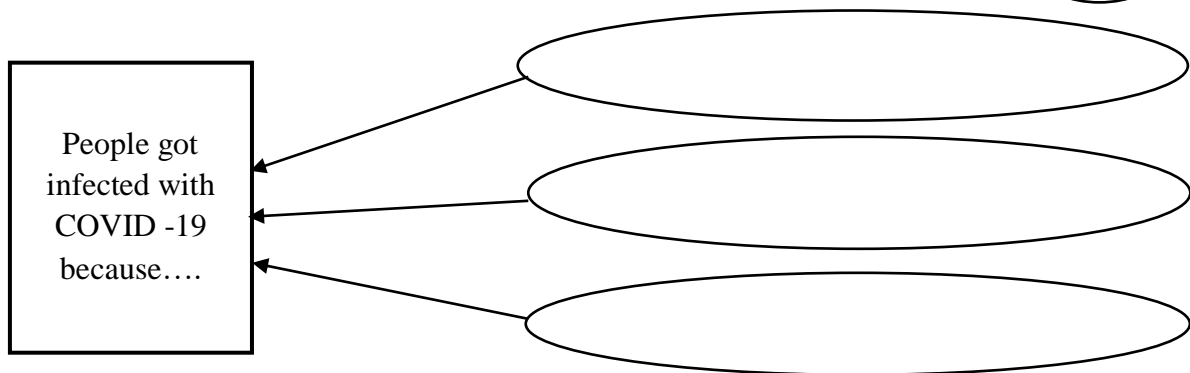
_____ It develops a single idea that express in the topic sentence.



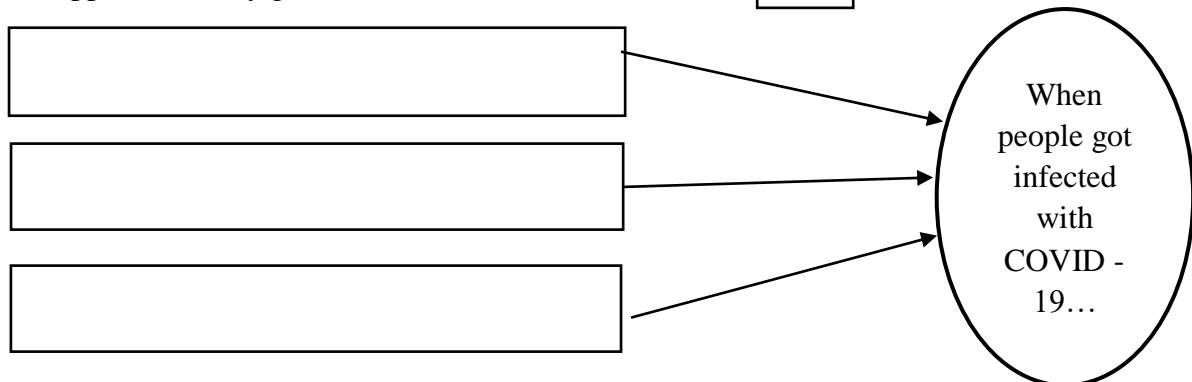
What I Can Do

Directions: Give the possible cause-and-effect based on the given situation.

A. Since the COVID-19 spread throughout the world, people are conscious with their health so that they will not be infected with the said virus. But why there are still people got infected. What are the causes of spreading the virus? Write your answer in the .



B. Now that we know why people got infected with COVID-19, think of what will happen after they got infected. Write the effects in the .



C. Based from the causes and effects, put them together in a paragraph. Write a short introduction in the first paragraph. On the second paragraph, write the causes and discuss the effects on the third paragraph.



Assessment

Directions: Compose a well-organized paragraph using the following sentences. Arrange it and write your paragraph on the space provided. Refer a **rubrics** found on **page 10** as your guide.

1. As a result of this behavior, floods are everywhere during typhoons.
2. Many people become careless of the environment.
3. Consequently, people who live near hilly areas are threatened by soil erosion.
4. As a result, everyone is alarmed of possible menaces which people themselves are making.
5. Water and air are becoming polluted which affects the lives of other creatures.
6. The earth experiences global warming which causes abnormality in climate

CAUSE-AND-EFFECT PARAGRAPH RUBRIC

Criteria	4	3	2	1
Introductory sentence	A creative introductory sentence made the reader interested in reading the paragraph.	An introductory sentence with some creativity was included	A simple introductory sentence was included	No introductory sentence was included.
Cause-and-effect relationships	At least three cause-and-effect relationships were clearly described in detail.	Two cause-and-effect relationships were clearly described in	One cause-and-effect relationships were clearly described in	No cause-and-effect relationships were clearly described in
Concluding Sentence	A creative, clear, and interesting concluding sentence was included	A concluding sentence with some creativity was included.	A simple concluding sentence was included	No concluding sentence was included.
Logical order/ organization	Information in paragraph was very organized.	Information in paragraph was somewhat organized.	Information in paragraph was poorly organized.	Information in paragraph was not organized.
Language conventions	No capitalization, spelling, or punctuation errors.	One to three capitalization, spelling, or punctuation errors.	Four to six capitalization, spelling, or punctuation errors.	More than six capitalization, spelling, or punctuation errors.

Source:

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Additional Activity

Directions: Write a *cause-and-effect paragraph*. Choose one among the suggested topic.

1. The Cause-and-Effect of Volcanic Eruption
2. The Cause-and-Effect of Typhoon in the Philippines
3. The Cause-and-Effect of Distance Learning to Students



Answer Key

What I Know

Answers vary

What's In

Answers vary

What's More
 Activity 1, 2 and 3
 Answers vary
 Activity 4
 1. so
 2. as a result
 3. therefore
 4. so
 5. as a result

What's New

	Effect
Causes	Air Pollution
Exhaust gases from vehicles	
Factory gas emissions	
Natural events	

What I have Learned
 1. cause, why
 2. effect, what happened
 3. transitional
 4. paragraph
 5. the topic sentence, three supporting sentence and
 a concluding sentence
 6. pre writing, drafting, revising and editing
 7. Order
 8. Coherence
 9. Completeness
 10. Unity

References:

Joy in Learning English 5, LM pp. 124, 139

Kristine Erika C. Castillo and Evelyn B. Angeles

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Joy in Learning English 6, LM pp. 150, 265-266

Agnes P. Galapon, Carmelita A. Relente and Evelyn B. Angeles

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Cause-and-Effect Paragraph Rubric

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Writer:

Jean B. Erasga

Teacher - III, Kaum Purnah Elementary School

Isabela City Schools Division

Editor:

Leonora M. Ling, Principal II

Language Editor: **Rachel M. Delante**, Teacher III

Proof Reader: **Maria Lourdes F. Francisco** (PSDS, East District II)

Illustrators: **Paulisa S. Jamal**, Teacher III

Layout Artist: **Rex Paul A. Tagud**, Teacher III

Management Team:

Julieto H. Fernandez, Ed. D., CESO VI

SDS-Isabela City

Maria Laarni T. Villanueva, Ed. D., CESE

ASDS-Isabela City

Henry R. Tura, CID Chief

Elsa A. Usman, LR Supervisor

Region IX: Zamboanga Peninsula Hymn – Our Eden Land

Here the trees and flowers bloom
Here the breezes gently Blow,
Here the birds sing Merrily,
The liberty forever Stays,

Here the Badjaos roam the seas
Here the Samals live in peace
Here the Tausogs thrive so free
With the Yakans in unity



Gallant Men And Ladies fair
Lined with love and care
Golden visions of sunrise and sunset
Are visions you'll never forget
Oh! That's Region IX

Hardworking people Abound,
Every valleys and Dale
Zamboangueños, Tagalogs, Bicolanos,
Cebuanos, Ilocanos, Subanons, Boholanos,
Ilongos,
All of them are proud and true
Region IX our Eden Land

Region IX
Our...
Eden...
Land...

The Footprints Prayer

One night I had a dream. I dreamed that I was walking along the beach with the LORD.

In the beach, there were two (2) sets of footprints – one belong to me and the other to the LORD.

Then, later, after a long walk, I noticed only one set of footprints.

“And I ask the LORD. Why? Why? Why did you leave me when I am sad and helpless?”

And the LORD replied “My son, My son, I have never left you. There was only one (1) set of footprints in the sand, because it was then that I CARRIED YOU!

Trees by Joyce Kilmer

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth’s sweet flowing
breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in Summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.



