

TUMBLETA - ELA UNIT PLAN

Tracing Cause and Effect

Grades 2-3 | Florida teacher-facing edition

REGIONAL STANDARD

ELA.3.R.2.1

Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

APPLIES AT

Grade 3

WHY THIS UNIT QUALIFIES

Across the unit, students trace multi-step cause-and-effect chains, identify what sets an event in motion, and distinguish intended from unintended consequences.

Source

Florida Department of Education - B.E.S.T. Standards: English Language Arts

Production status

APPROVED - HIGH confidence. The canonical unit pages follow unchanged. This standard is printed only on the approved regional edition.

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ELA units · Grades 2 and 3 Tracing Cause and Effect What set that off, and did anybody mean it to?

Grades 2-3

7 days · 6 books · 278 min in full · 161 min short ·

The idea

Over a chapter book a cause can run for several steps, and the effect at the end is often not what anybody wanted. These six books each carry a chain long enough to follow, and several turn on an action producing an effect different from the one intended. The unit's spine is intention. Beatrice's cake is ruined by the precaution taken to protect it; Josh's wrong assumption drives a whole sequence of consequences; Ben's failed plans produce a real result that is not the one he planned. None of these is decorative irony - each is a chain the class can trace and test. The last day extends the idea across people: Lindy teaches a rule about the porcupine, and her brother uses that rule later the same day. The cause is no longer only one person's action; an idea learned from somebody else becomes part of what happens next.

The arc

1. A cause and its effect must be connected, not merely next to each other
2. A cause can be followed through several steps
3. The same fact can produce two opposite feelings
4. A precaution can cause the accident it guards against
5. One wrong guess can run through a whole job
6. Failed plans can produce an unintended result
7. A rule learned from one person can shape what another person does

The 7 days

DAY 1

Cause and Effect: The Coin Jake Could Not Find Explain why Jake loses his buried coin and how the map lets him find it, naming the cause and the effect in each case.

Why here. First because the causal connection is explicit - rule one without rule ten, and then rule ten. Two states of the same rule, which makes the causation impossible to miss.

From Captain Jake by Shannon Stewart · Rule one without rule ten, and then rule ten 30 min full · 16 min short · Makes: A two-row chart giving a cause and its effect

DAY 2

Cause and Effect: Why the Wombat Who Missed School Can Read Build the chain of causes from the way Wombat's age is counted to the moment he reads a word that changes his life.

Why here. Second: one decision about arithmetic followed for four steps. The class practises length before complication.

From Wombat Smith, Volume 1: Wombat Takes on Tasmania by Anne Sautel · One decision about arithmetic, followed for four steps 37 min full · 24 min short · Makes: A five-box chain joined with arrows

DAY 3

Cause and Effect: How Good News Became an Ache Explain what Wombat finds out about himself and why the discovery makes him leave home.

Why here. Third, and the first complication. Day 2 establishes the chain; this lesson follows that same chain into an emotional consequence. The causal structure is already familiar, so the new demand is explaining how the same discovery can produce two opposite feelings.

From Wombat Smith, Volume 1: Wombat Takes on Tasmania by Anne Sautel · The same fact, felt two opposite ways 37 min full · 24 min short · Makes: A four-row discovery sheet, plus a sentence on the ache

DAY 4

Cause and Effect: The Cake That Was Not Burned Set out the chain of causes that ruins the cake, and explain how Beatrice rescues it in fifteen minutes.

Why here. Fourth. A precaution that causes the accident it was guarding against. This is the unit's sharpest case and needs three days of increasingly complex causal work first.

From Beatrice More and the Perfect Party by Alison Hughes · A precaution that causes the accident it was guarding against 43 min full · 22 min short · Makes: A five-link cause-and-effect chain, plus the rescue

DAY 5

Cause and Effect: One Wrong Guess Backstage Set out the job Josh is given, the assumption he makes about the harness, and everything that follows from it.

Why here. Fifth: one wrong guess running through a four-duty job. A single error with four consequences, rather than four causes.

From Bagels Come Home by Joan Betty Stuchner · A job with four duties, three done properly 43 min full · 22 min short · Makes: A cause-and-effect chain from one assumption to a flying dog

DAY 6

Cause and Effect: What Ben's Failed Plans Actually Achieved Show that Ben's plans had a real effect, and explain what they achieved instead of what he intended.

Why here. Sixth: three failed plans and the neighbour who arrived because of them. Effect entirely detached from intention.

From Ben the Inventor by Robin Stevenson · Three failed plans, and one neighbour who arrived because of them 45 min full · 31 min short · Makes: A two-column answer: what Ben wanted, and what his plans actually did

DAY 7

Cause and Effect: What Lindy Says About Kâko Set out what Lindy teaches about the porcupine, and explain how the brother uses it the same day.

Why here. Last, because it is the longest reach - a rule taught in a story and applied by somebody else within hours.

The cause crosses from one person to another.

From Soapstone Porcupine by Jeff Pinkney · A rule taught in a story and applied by somebody else within hours 43 min full · 22 min short · Makes: A rule-and-reason sheet, plus what the brother says that night Words to use Word How it is used chain Introduced on day 2 for a cause followed through more than one step. on purpose / by accident Carried over from Grade 1 and used whenever the class separates what happened from what somebody intended. backfire Introduced on day 4 for the cake: a precaution helps cause the very accident it was meant to prevent. What to prepare Checkpoint 1 page, one per child Checkpoint 2 page, one per child A four-link chain strip per pair Checkpoints After day 3 · Four links The wombat's decision about arithmetic. The child writes the four steps that follow from it, in order. Without a book. A blank strip and no book. Look for. Four links, each caused by the one before rather than merely later than

it. Three linked beats four listed. Say to the child. Write the four steps. Check each one: is it caused by the step above, or does it just come after it?

After day 7 · Did anybody mean it Four endings from the unit's books. For each, the child says whether the outcome was intended and by whom. Without a book. Four sentences and no book. Look for. At least three marked unintended, with what was wanted instead named. Marking all four intended means intention and cause are still one idea. Say to the child. Did anybody mean this to happen? If not, what were they after?

The task at the end The chain, and the one nobody wanted Each pair chooses a book from the unit that supports a chain of at least three causal steps. They build the longest defensible chain they can, up to four links, mark which outcomes were intended, and write one sentence on what the person would have done differently had they known. The class checks each link against the book and challenges any link that is only sequence. Collect. The chain with its intention marks, and the class's challenges. Time. One session of about 45 minutes.

Teacher key

Checkpoint 1: the decision not to learn arithmetic leads to reading, to the letter, to the journey and to Tasmania. Any four-step version of that is correct. Checkpoint 2: Beatrice's ruined cake, Josh's flying-dog outcome, and Ben's neighbour arriving are unintended. Captain Jake finding the coin is intended, which is why it is in the set. Task: the challenges are the assessment. 'That just happens next' is the objection to teach the class to make. What a strong answer looks like Strand What to see Chain Links at least three steps, each caused by the previous one. Evidence Each link is findable in the book. Intention Says whether an outcome was wanted, and by whom. Counterfactual Says what would have been done differently.

Keeping the daily evidence Keep one early causal chain from day 1 or day 2 and the same child's final-task chain. Look for two changes: the chain becomes longer and more precise, and the child separates what happened from what anybody intended. What to pass on Children marking every outcome intended at checkpoint 2 have not separated cause from plan; it is worth resolving before the point of view unit, which turns on people judging the same event differently. Wombat Smith carries days 2 and 3 in order. Day 3 alone reads as a character's mood rather than as causation. The books this unit uses Captain Jake by Shannon Stewart · 1 lesson Ben the Inventor by Robin Stevenson · 1 lesson Wombat Smith, Volume 1:

Wombat Takes on Tasmania by Anne Sautel · 2 lessons Bagels Come Home by Joan Betty Stuchner · 1 lesson Soapstone Porcupine by Jeff Pinkney · 1 lesson Beatrice More and the Perfect Party by Alison