

Language and Literacy Supports

PDF/Universally Accessible Versions

Grades 6-7





CAUSE-EFFECT

Language and Literacy Builder

We think about causes and effects to...

- Understand how events in history are connected
- Explain why people, societies, ideas, and places change over time

	Less complex ⇌	More complex ⇌	Most complex ⇌
Focus on the CAUSE	• I think ___ causes ___. • The cause (is/was) ___. • Because (of) ___, ___. • Due to ___, ___.	• One factor (is/was) ___. • Since ___, ___. • As a result of ___, ___. • ___ happened because ___. • ___ caused ___ because ___.	• Several factors caused ___. They (are/were) ___, ___, and ___. • If ___ (had/hadn't / was/wasn't) ___, ___ (would/wouldn't) ___.
CAUSE → Effect	<u>Due to</u> the storm, the game was cancelled.	<u>As a result</u> of my hard work, I got a good grade on my project.	<u>If</u> the geographic location <u>wasn't</u> as fertile for agriculture, the society <u>wouldn't</u> have flourished.
Focus on the EFFECT	• I think ___ was caused by ___. • The effect (is/was) ___. • The result (is/was) ___. • ___, so ___.	• One outcome (is/was) ___. • ___ happened because (of) ___. • ___ as a consequence of ___. • ___; therefore, ___. • ___ is a result of ___ because ___.	• ___ led to many changes, such as ___, ___, and ___. • One important effect of ___ (is/was) ___ because ___.
EFFECT → Cause	The game was cancelled <u>because of</u> the storm.	I want a good grade in the class; <u>therefore</u> , I worked hard on my project.	<u>One important effect of</u> living near fertile valleys <u>was</u> that early complex societies could grow a surplus of food.

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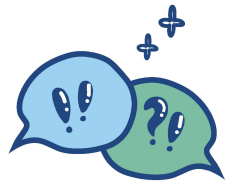
CLAIM-EVIDENCE

Language and Literacy Builder

We make claims and use evidence to...

- Share what we think
- Explain how evidence supports our ideas
- Make sure our reasoning is clear

	Less complex ⇨	More complex ⇨	Most complex ⇨
A CLAIM answers an inquiry question	State your argument: • (Claim)	State your argument + preview why: • (Claim) because...	Recognize another point of view: • While some people argue ____, (claim) because...
Q: <i>How do we study the past?</i>	We study the past by learning from many different sources.	We study the past through different sources <u>because</u> it helps us understand how people changed over time.	<u>While some people argue</u> that only the present matters, we study the past through multiple sources <u>because</u> it helps us understand how humans change over time.
EVIDENCE supports a claim	• One piece of evidence is... • Another piece of evidence is...	• The first piece of evidence that supports this claim is... • A second example shows...	• (Source) says... • (Source) writes, “__.” • According to (source)...
REASONING explains how evidence supports the claim	• This shows...	• These examples support the claim because...	• This is important because... • This evidence demonstrates... • Based on (source), we can conclude that...



CONNECT

Language and Literacy Builder

We connect to our inquiry questions...

- By comparing sources, points of view, and relevant evidence to help us answer our questions

Less complex ⇨	More complex ⇨	Most complex ⇨
I think...	These two sources show...	The evidence in these sources is significant because...
One connection is... Another connection is...	This source shows ____, but the other source shows...	Based on evidence that shows ____, we conclude that...
Both sources show...	These sources help answer our question about ____ because...	Of all the sources we've reviewed, the most useful for answering our question are ____ and ____ because...
This source helps answer our question because...	This information matters because...	From these sources, we've learned _____. This is important because...
This source helps answer our question because it shows human brains got bigger during the Paleolithic Era.	This information matters because it tells us how changes in brains and bodies led to big changes in how early humans lived.	From these sources, we've learned that physical changes led early humans to evolve in many ways. This is important because it prepared the earliest humans to become modern humans that are similar to us today.



OBSERVE

Language and Literacy Builder

We observe sources to...

- Notice details that help us understand a source
- Ask and answer questions about what we see

	Less complex ⇨	More complex ⇨	Most complex ⇨
Questions to ask myself	• What do I see? • What <u>details</u> do I notice? • What <u>features</u> do I see?	• What <u>features</u> do I notice in this <u>source</u>? • What <u>sourcing</u> details can I identify about this <u>source</u>?	• What <u>unexpected details</u> stand out to me? • What new things do I notice when I change my perspective?
Ways to share observations	• I see ___ on this <u>source</u>. • I notice ___ in this <u>source</u>.	• One <u>detail</u> I see in this <u>source</u> is... • A sourcing detail I notice is... • Something I notice but can't explain is...	• I notice ___, which seems important because... • After looking at the <u>source</u> again, something new I see is... • I (see/don't see) ___, which makes me wonder...
	Things to look for	Source types and details	Examples
How to make observations	Details to look for: places, people, events, geography, action, perspective, purpose, patterns, words, numbers, information, colors, map keys Features of sources: title, author, headings, sections, photos, images, captions, graphics, charts, maps, vocabulary definitions, organization	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary source, secondary source, video, website Sourcing details: author, audience, publication date, title, location, date, materials used in an artifact, size of an artifact	• I see <u>mountains</u> on this <u>map</u>. • I see <u>drawings</u> on this <u>artifact</u>. • I notice <u>two charts</u> on this <u>website</u>. • I notice <u>big words</u> in this <u>letter</u>. • One <u>feature</u> I see in this <u>article</u> is many sections with headings. • I <u>don't see</u> any people, which makes me wonder if the city was abandoned.



QUESTION

Language and Literacy Builder

We ask questions to...

- Ask about what we see, think, and wonder
- Make predictions about what we think the answers will be

	Who	What	Where	When	Why
	Who (made/wrote)... ?	What (is/are)... ?	Where (is/was)... ?	When (is/was)... ?	Why (is/was)... ?
	Who (was/wasn't)... ?	What (do/does)... ?	Where (did/does)... ?	When (does/did)... ?	Why (does/did)... ?
	Who (will/would)... ?	What (can/could)... ?	Where (will/would)... ?	When do you think... ?	Why (will/would)... ?
Less complex ⇒	<u>Who made</u> this map?	<u>What are</u> these tools made for?	<u>Where is</u> this artifact from?	<u>When was</u> this document written?	<u>Why was</u> this painting made?
More complex ⇒	<u>Who was</u> this map made for?	<u>What do</u> these tools tell us about life back then?	<u>Where did</u> the archeologist find it in the ancient city?	<u>When did</u> writing become common in this society?	<u>Why did</u> this painting become popular?
Most complex ⇒	<u>Who would</u> be able to tell us more about this map today?	<u>What can</u> the size of these tools tell us about their use?	<u>Where would</u> you get more information about this artifact?	<u>When do you think</u> these ideas spread to other societies?	<u>Why does</u> it matter that the painting was made 40 years later?



SUMMARIZE

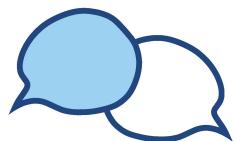
Language and Literacy Builder

We summarize to...

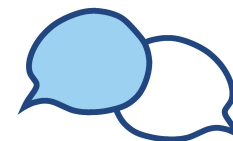
- Identify the main idea and supporting details
- Show we understand and can share with others

Less complex ⇨	More complex ⇨	Most complex ⇨
• The <u>main idea</u> of this <u>source</u> is...	• The <u>topic</u> of this <u>source</u> is... • The <u>author's main idea</u> is that...	• In the <u>source</u> ("title"), (author's name) <u>explains</u>...
The <u>main idea</u> of this <u>video</u> is <i>how humans changed over millions of years</i>.	The <u>subject</u> of this <u>video</u> is <i>human evolution</i>. The <u>narrator's message</u> is that <i>humans evolved because of many influences</i>.	In the <u>video</u> "Human Evolution," the Natural History Museum <u>explains</u> <i>how early humans developed and spread across the globe</i>.
• One supporting <u>detail</u> is... • <u>Another detail</u> is...	• The <u>first</u> important <u>detail</u> is... • The <u>second key detail</u> is... • <u>Finally</u>, the <u>last</u> important <u>detail</u> is...	• In the <u>first part</u>, the <u>author</u>... • In the <u>second part</u>, the <u>author</u>... • The most significant <u>section</u> is... • The <u>author concludes</u> that...

Helpful words for summaries		
Transition words • one → another • first → next → finally • one → in addition → last • first → second → third → finally Main idea: point, main point, message, central message, big idea	Topic: focus, subject Detail: key detail, point, reason, evidence, piece of evidence Source types: artifact, article, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary source, secondary source, video, website	Parts of sources: paragraph, part, section Author: narrator, historian, journalist, writer, scholar Author verbs: explains, compares, concludes, contrasts, defines, describes, discusses, explores, investigates, presents, recommends, shows



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand ___, but I want to know ___.	Add on • I'd like to add to what ___ said. I think ___. • I agree with you and ___. • Another example is ___.
Inquire • Can you tell us more about ___? • What do you think about ___? • What are some other perspectives?	Challenge ideas • I respectfully disagree because ___. • Why do you think that? • What is your evidence for ___?

Name: _____

Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Use a bilingual dictionary, a thesaurus, and a partner. Prepare to share your findings!

_____ word

_____ definition

 Represent the Word: Draw a picture or diagram to help you remember the meaning of the word.	 Word Forms: Write down different forms of the word.
 Synonyms: Use a thesaurus to look up two words that are similar.	 Translanguage: Use a bilingual dictionary to translate the word and write it here.

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