



Fishbone

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DESCRIPTION: A graphic organizer strategy that helps students identify and organize relationships between causes and effects. The key event (or the effect) is the "head" of the fishbone, and the causes of the event make-up the "bones" or categories.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify and interpret common themes and patterns in text, video or lecture information.
2. Identify the key event and select the causes of the event.

EXAMPLE ACTIVITIES: This strategy can be used with any reading students are assigned. It can be modified to help students summarize words or main ideas from a video, website or class lecture. This worksheet can also be completed in pairs to promote educational dialogue.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

Common Core - Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core - Writing

- CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NAME: _____

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Aligned to the following standards: CCSS. RI.9-10.1; CCSS. RI.9-10.2; CCSS. RI.9-10.4; CCSS. W.9-10.2; CCSS. L.9-10.6

DIRECTIONS:

Use the “Fishbone” graphic organizer to determine the key event (effect) and the causes of the key event (effect) from the article. The key event (effect) goes in the center of the box and the causes go on the lines outside of the box.

A fishbone diagram template. It consists of a central rectangular box with a dark blue border. Inside the box, the text "Key Event (Effect):" is followed by a horizontal line for writing. Three diagonal lines extend upwards from the top edge of the box, and three diagonal lines extend downwards from the bottom edge of the box, all in a light blue color. These lines are intended for writing causes or effects.