

## IDENTIFYING TRANSITIONS

Thursday, December 6, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

### IDENTIFYING AND ADDING TRANSITIONS USING EXEMPLARS

-As a review, ask the students what PIECE T stands for (shown below) as an acronym for body paragraphs. Tell them that they will be focusing on the T (transitions) in today's lesson. Remind them that transitional words and phrases are signals about the relationships of items within sentences, within paragraphs, and within entire essays. They help clarify relationships among Points made in an essay, between Points and their Elaborations, and between Points and the overall Essay Thesis. Let them know that body paragraphs (PIECE T) are not the only paragraphs in an essay that can have transitions. They can also be found in introductions and conclusions.

#### PIECE T (THINK PEACE TEA TO HELP REMEMBER THE ACRONYM FOR BODY PARAGRAPHS:)

P (Point) [one or two sentences]

I (Integrated) E (Explanations) with C (Citations) and E (Elaborations) [multiple sentences]

T (Transition and Tie to Thesis) clarifies relationships among Elaborations and Point and Essay Thesis [one or two sentences]

-Hand out or share digitally, [THREE 2018 EXEMPLAR ANSWERS](#). Let students know that each of these extended responses, even though they are not perfect, scored 10/10 on Ohio's State Tests. Choose one of the exemplars and have the students work in pairs to highlight any transitional words or phrases that they find. Display a copy of the exemplar they are working on and after a few minutes, have each pair share out a transitional word or phrase until they have all been found. While they share out, highlight it on the displayed copy and decide as a class if it is or isn't a transitional word or phrase and discuss why. *NOTE: Since the exemplars are images, it helps to open them in a PDF viewer for clarity.*

Here are some transitions from each exemplar that students may find.

"Hettie" Exemplar (This caused, The speaker in the poem isn't as accepting toward her problems., Unhappy with these thoughts, Unlike Hettie, In both stories, More than likely);

"The two Greek myths" Exemplar (In both stories, This shows, This shows that, Another theme shown, In both stories, This statement shows, However, As you can see, In some ways, even though, both of the themes);

"In the story of Pandora" Exemplar (The first passage, The second passage, Together, In passage one, As a result, So, However, Although, Also, Overall, In addition to, even though, Now, In short, Lastly, Despite all of the, In conclusion)

-For the students who did well and feel confident about identifying transitions, ask them to build their transitional tool bag by completing this ADDING TRANSITIONS ACTIVITY ([PDF, Google Doc](#)). You may share this digitally via Google or as a handout. They should complete it individually, then find a partner to compare and discuss their ideas for number three.

-For any students who did not do well with the highlighting of the first exemplar you chose, group them together and highlight any transitional words or phrases on a second exemplar together. When you think a student has a better understanding after working with you, dismiss them to join the students completing the ADDING TRANSITIONS ACTIVITY ([PDF, Google Doc](#)). This means that you could be dismissing students at different intervals based on their competence. Once all students are working on the ADDING TRANSITIONS ACTIVITY ([PDF, Google Doc](#)), monitor their work to aid them as needed.

-At the end of the time you have allotted for this lesson (it could be a partial period), ask students to keep the ADDING TRANSITIONS ACTIVITY ([PDF, Google Doc](#)) for reference to use in the future when they compose writings.