



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 2: Lesson 11

The Painted Essay: Developing a Conclusion and Adding Linking Words



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can use linking words and phrases to connect ideas within categories of information.
- b. I can use specific language and key vocabulary to explain the topic.
- c. I can construct a concluding statement or section of an informative/explanatory text.

I can effectively engage in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing my own ideas clearly. (SL.5.1)

Supporting Learning Targets

- I can write a conclusion for my essay about the invention of basketball, using specific language and key vocabulary.
- I can identify the types of linking words used to connect ideas in a model essay about the invention of the electric motor.
- I can connect the ideas in my essay about the invention of basketball by using linking words.

Ongoing Assessment

- Written conclusion paragraph that includes specific language and key terms
- Linking words coded on model electric motor essay
- Linking words added to proof paragraphs and conclusion of basketball essay



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. The Painted Essay: Analyzing and Writing a Conclusion Paragraph (20 minutes)B. Using Linking Words to Connect Ideas (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (10 minutes)4. Homework<ol style="list-style-type: none">A. Independent reading/fluency practice and self-assessment.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 9 and 10. Today, students' focus is on analyzing and writing a conclusion paragraph and recognizing the types of linking words and how they are used in writing to show the relationship between ideas.• If your district has printed lessons for you in black and white, it may be helpful to view this lesson in color, and print colored some copies. Go to EngageNY.org or commoncoresuccess.elschools.org and search for 5th grade, Module 2B, Unit 2 lessons.• Review the example Linking Words anchor chart (in supporting materials) to become familiar with the four types of linking words, as well as the descriptions and examples for each type, to support students' understanding of them during Work Time B.• Note that during the Opening of this lesson, students participate in a Four Corners activity to discuss a current area of fluency strength, based on the fluency skills practice and reflection they completed for homework.• In advance:<ul style="list-style-type: none">– Post the Four Corners sheets (see supporting materials).– Post the Parts of a Painted Essay anchor chart for student reference.– Create a new anchor chart titled Linking Words (see example in the supporting materials).– Cut construction or other type of paper into strips for students to use as idea strips during Work Time A. Make sure the strips are large enough to hold a complete sentence. Each student will need five idea strips.– Review the Four Corners and Back-to-Back, Face-to-Face protocols, as well as Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
conclusion, essay, specific language, key vocabulary, identify, types, linking words, connect, ideas	<ul style="list-style-type: none">• Four Corners sheets (one of each, displayed in different areas of the room)• Journals (begun in Unit 1, Lesson 1; one per student)• Painted Essay template (from Lesson 8)• Document camera• Parts of a Painted Essay anchor chart (begun in Lesson 9)• Model Painted Essay: “The Electric Motor” (from Lesson 9)• Highlighters (one green, one yellow, and one blue per student)• Color-Coded Introductory Paragraph: Basketball (from Lesson 9)• Conclusion Paragraph task card (one per student)• Idea strips (five per student; teacher-created; see Teaching Notes)• Linking Words anchor chart (new; teacher-created)• Linking Words handout (one per student)• Tape, glue, or staplers (enough to give access to all students)• Coded Model Essay (answers, for teacher reference; see Teaching Notes re colored copies)• Coding for Linking Words task card (one per student)• Index cards (one per student)• Independent Reading Choice Board (students’ own)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the fluency self-assessment they completed for homework.• Briefly review directions for the Four Corners protocol. Clarify as needed.• Point out and read aloud each of the Four Corners sheets: Accuracy, Rate & Flow, Phrasing & Punctuation, and Expression & Volume.• Give students a moment to move to the option they feel is their greatest fluency strength.• Once all students have chosen their strength area, ask those at the same “corners” to discuss:<ul style="list-style-type: none">* “Why do you think this is an area of strength for you?”* “What strategies did you use to develop this area of fluency?”• After 2 or 3 minutes, invite several students to share their thinking, particularly strategies they have personally used to improve their fluent reading, with the class.• Ask students to read aloud the guiding question that has focused their work over the last several lessons:<ul style="list-style-type: none">* How do authors structure text to engage and support readers’ understanding of complex ideas?• Briefly remind students they have been learning about the parts of the Painted Essay and how they all fit together like pieces of a puzzle to create a ‘big picture’ for the reader. Then explain that in today’s lesson, they will analyze the final piece of the Painted Essay, the conclusion paragraph then you will write a conclusion for their own essay about the invention of basketball.”	<ul style="list-style-type: none">• Consider posting directions for the Four Corners protocol for student reference.• Consider posting the group discussion questions for student reference.• Display the guiding question.



Work Time	Meeting Students' Needs
<p>A. The Painted Essay: Analyzing and Writing a Conclusion Paragraph (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to collect their journals and join their regular group. • Ask them to locate the Painted Essay template and display a copy using a document camera. Focus their attention on the bottom row of the Parts of a Painted Essay anchor chart, Conclusion Paragraph. • Give students 1 or 2 minutes to discuss what they recall from Lesson 8 about the “What?” part of the conclusion. Invite a few students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “The ‘What?’ is a restatement of the thesis.” • Give students another minute or two to discuss what they remember about the “So What?” part of the conclusion. Invite a few to share out with the class. Listen for responses such as: <ul style="list-style-type: none"> – “The ‘So What?’ is your own thinking about the thesis or focus of the piece.” – “You explain why the points presented in the essay are important.” • Ask students to take out their Model Painted Essay: “The Electric Motor.” Give groups these instructions: <ul style="list-style-type: none"> – Independently read the conclusion (fourth paragraph) of the model essay. – With group members, review the conclusion of the model essay to identify the “What?” <ul style="list-style-type: none"> * “Which sentence in the conclusion is a new way to restate the thesis from the introductory paragraph?” * “How did you identify the ‘What?’” – With group members, review the conclusion of the model essay to identify the “So What?” <ul style="list-style-type: none"> * “Which sentences explain the author’s own thinking about each point, how it solved a problem and improved people’s lives? Why was the invention of the electric motor important?” • Clarify directions as necessary. 	<ul style="list-style-type: none"> • For struggling readers, consider reading the conclusion paragraph aloud to them. • Provide sentence starters for students as needed (“The sentences in the conclusion that are an original way to restate the thesis are ...” or “The sentences that explain the author’s own thinking are ...”). • To support students who struggle with organization or the management of a lot of materials at once, consider holding the highlighters and distributing the color they need as they are ready. <p>Consider allowing struggling writers to dictate their ideas for you or a volunteer to scribe onto the idea strips.</p>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 3-4 minutes, cold call several students to share out the “What?” and “So What?” from the conclusion of the model essay. Listen for responses similar to these:<ul style="list-style-type: none">– “The second sentence of the conclusion, ‘Just try to imagine what life would be like without electricity, refrigerators, or computers’ is the ‘What?’—a new, interesting way to restate the thesis of the essay.”– “We figured out which sentence related to the thesis by restating the thesis first in our own words.”– “The sentences that explain the author’s own thinking about the importance of the electric motor (the ‘So What?’) are ‘The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years!’ and ‘Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.’”– “We figured this out by checking to see if the sentences would answer the question, ‘Why was the electric motor important?’” Both of these sentences sound like the author’s opinion because she or he used words like ‘undoubtedly’ and ‘better,’ which are words that express judgment, a personal point of view.”• If students are unable to arrive at these conclusions or clearly explain their thinking, consider modeling with a think-aloud using the examples above.• Ask groups to discuss:<ul style="list-style-type: none">* “What is the purpose of the conclusion paragraph?”• Give them 1 or 2 minutes to discuss their thinking, then cold call members from each group to share out. Listen for them to say the conclusion paragraph is a way to bring readers back to the focus of the essay and why it’s important; can present the thesis in a new way; sums up the focus, etc.• Record students’ ideas in the third box of the Conclusion row on the anchor chart. If students do not mention these ideas, bring them up yourself and add them to the anchor chart.• Distribute the green, yellow, and blue highlighters. Model and ask students to draw a green box around the entire last paragraph of their electric motor essays. Continue to model and ask students to use the green, yellow, and blue highlighters to put dots of each color mixed together inside the green box as a way to visualize how each piece of the focus (thesis, points) and the proof paragraphs fit together to create a cohesive conclusion for the essay and complete the “big picture” for the reader.• Next, focus students on the first learning target and ask them read it aloud together:<ul style="list-style-type: none">* “I can write a conclusion for my essay about the invention of basketball, using specific language and key vocabulary.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about how they could restate the first part of this target, "I can write a conclusion for my essay about the invention of basketball," based on their understanding of the key terms <i>conclusion</i> and <i>essay</i>.• After a moment, invite a few students to share out. Listen for:<ul style="list-style-type: none">– "I can write the last paragraph of my essay to restate the focus (thesis, points) and explain my own thinking about why basketball is a big part of people's lives, why it was invented, why it's popular."• Focus students on the second half of the target, "... using specific language and key vocabulary." Ask groups to discuss what it means to use <i>specific language</i> and <i>key vocabulary</i> in their conclusions.• After 1 or 2 minutes, cold call a few students to share out with the class. Listen for:<ul style="list-style-type: none">– "I think it means we should try to add important language from our thesis, points, and proof paragraphs into our conclusion."– Students may suggest using specific words to help explain important people or ideas; examples of how basketball has become a big part of people's lives; why it was invented; how it became so popular, etc.• Tell students that now they will write a conclusion paragraph for their essays about the invention of basketball by restating the thesis and points from the introductory paragraph. Remind students they need to restate the thesis and points in a new way to express their own thinking about the topic and include specific language and key terms to support readers' understanding of ideas.• Direct students to turn to the page in their journals where they added the Color-Coded Introductory Paragraph: Basketball and wrote their two proof paragraphs.• Distribute the Conclusion Paragraph task card and four idea strips to each student. Read the directions aloud as students follow along silently. Answer any clarifying questions, then ask them to begin. Circulate to offer guidance and support as needed.• After 7-8 minutes, invite a few students to share their paragraphs whole group.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• As time allows, pose the following questions for students to consider and discuss:<ul style="list-style-type: none">* “How did you use specific language or key vocabulary to restate the thesis of the essay in a new or interesting way?”* “How were you able to incorporate specific language and key vocabulary to explain the ‘So What?’ and express your own thinking about the importance of the invention of basketball and the reason it has become a big part of people’s lives?”* “How did you determine the order of your ideas?”• Students’ responses will vary. Congratulate students on their ability to put all the pieces of their Painted Essays together to create a picture for the reader about how basketball has become a big part of people’s lives. Explain that during the next part of Work Time, they will learn how to use linking words to connect the ideas in their essays in such a way as to support readers’ understanding of how the ideas are interrelated and create a “flow” for the piece.	



Work Time (continued)	Meeting Students' Needs
<p>B. Using Linking Words to Connect Ideas (25 minutes)</p> <ul style="list-style-type: none"> Ask students to read aloud the second learning target as a class: <ul style="list-style-type: none"> * "I can identify the types of linking words used to connect ideas in a model essay about the invention of the electric motor." Display the Linking Words anchor chart, then distribute the Linking Words handout and tape, glue, or staples. Ask students to add their handouts to the next blank page in their journals. Ask students to look to the anchor chart and their handouts to determine how many types of linking words there are and then hold up their fingers to show the answer. Look for them to hold up four fingers. Invite them to chorally read aloud the name for each type of linking word (Addition, Contrast, Cause, Time). Focus students' attention on the first row of the chart and handout: Addition. Read the description of Addition aloud to students, then each of the linking words that are listed. Read the two sentences aloud. Then read the new sentence made by linking the two original sentences. Point out that the linking word "and" is bolded in the new sentence. Ask groups to discuss: <ul style="list-style-type: none"> * "How was the Addition linking word 'and' used to combine the two ideas?" * "How are the two ideas similar? How does one build upon the other?" * "How does combining the sentences improve the flow or readability of the ideas?" After 2 minutes, invite a few students to share out whole group. Listen for suggestions such as: <ul style="list-style-type: none"> – "The Addition linking word 'and' was used to make the two original sentences into one sentence." – "These ideas are both about dancing. The new sentence builds on the idea that the person likes to dance for more than one reason." – "When the sentences were separated, they read more like a list. The connection between ideas wasn't as clear as it is with the linking word." Continue reading through each type of linking word, description, and examples. Pause after reading the Contrast row to ask groups to discuss: <ul style="list-style-type: none"> * "How was the Contrast linking word 'but' used to combine these sentences?" * "How are the two ideas different? How does one subtract from the other?" * "How does combining the sentences improve the flow or readability of the ideas?" 	<ul style="list-style-type: none"> Locate and display an image of two chain links hooked together to visually demonstrate how two things link, or connect. Provide sentence starters to support students during group discussions ("The addition linking word 'and' combined the ideas by ..."). During this Work Time, you may want to pull individual or small group(s) of students to offer support with identifying the relationships between ideas and adding linking words to essays.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • After 2 minutes, invite members from a couple of groups to share out. Listen for: <ul style="list-style-type: none"> – “These ideas are different because it seems that if you love cherries, you might like cherry pie too. It subtracts from her love of cherries to not like cherry pie.” – “When the sentences were separated, they sounded unrelated. Using a linking word made the connection between the ideas clearer.” • Continue and pause after reading the Cause row. Ask groups to discuss: <ul style="list-style-type: none"> * “How does the Cause linking word ‘because’ help you identify what idea ‘caused’ the other?” * “How does combining the sentences improve the flow or readability of the ideas?” • After 1 or 2 minutes, cold call a few students to share their thinking. Listen for: <ul style="list-style-type: none"> – “Using the linking word ‘because’ between the two ideas makes it clear that leaving the tap running cause the sink to overflow.” – “Linking the two ideas into one sentence helped them flow together more clearly. It sounds less like a list or report of facts. It’s less robotic-sounding.” • Read the final row aloud and then ask groups to discuss: <ul style="list-style-type: none"> * “How does the Time linking word ‘after’ help you understand the order of events?” * “How does the new sentence improve the flow or readability of the ideas?” • After 1 or 2 minutes, cold call a few students to share out with the class. Listen for ideas such as: <ul style="list-style-type: none"> – “The linking word ‘after’ helps me understand the order he did things in - that he baked the cake after going grocery shopping.” – “The original sentences sound really similar and seem to repeat a similar idea.” • Tell students they are now going to work with their model Painted Essays about the electric motor to identify the types of linking words used and explain how they connect ideas and help make the piece flow from one idea to the next. • Display the Model Painted Essay: “The Electric Motor” and ask students to look at their model essays. Focus their attention on the introductory paragraph. • Tell students this paragraph will be read aloud. Students should follow along silently and look for examples of the four types of linking words. To support students, point out or remind them that linking words are oftentimes found at the beginning or in the middle of a sentence. 	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the entire introductory paragraph aloud. Then pause to ask:<ul style="list-style-type: none">* “What linking words were you able to locate?”* “What type(s) of linking words are they?”* “How do they help to connect ideas or show how ideas are related?”• After 2 or 3 minutes, invite a few students to share their thinking aloud. Listen for suggestions such as:<ul style="list-style-type: none">– “I found the linking words ‘over time’ and ‘and.’”– “‘Over time’ is a Time type of linking word, and ‘and’ is an Addition type of linking word.”– “The linking words ‘over time’ make it clear that first the electric motor was invented, and then other scientists changed it as time went by.”– “The linking word ‘and’ builds onto the idea that the electric motor solved problems by indicating that it also improved people’s lives; these ideas are similar.”• Ask students to notice the symbol below the name of each type of linking word (plus sign, minus sign, arrow, circle) on the anchor chart and their handouts. Explain that they will use these symbols to code the types of linking words they identify in the essay. Model by drawing a circle above the words ‘over time’ (in the third sentence of the introduction) and a plus sign over the word ‘and’ in the last sentence of the introduction.• Clarify as needed, and then ask students to draw these symbols above the same linking words in the introductory paragraph of their own model essays. See Coded Model Essay (answers, for teacher reference) for an example.• Distribute the Coding for Linking Words task card. Read the directions aloud and address clarifying questions.• Give students 7 or 8 minutes to complete the steps on their task cards, circulating to provide support.• Cold call members from each group to share out a linking word they found in the second, third, and last paragraphs of the model essay and how they coded each one. As students share out, record their thinking on the displayed model essay.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• If there is disagreement about how a word should be coded, pose probing questions that will help students develop critical thinking skills about how linking words are used to show a specific type of relationship between ideas:<ul style="list-style-type: none">* “Are the ideas in that sentence similar? How so?”* “Are the ideas different? Does one take away from the other? Explain your thinking.”* “Did one idea occur before, during, or after the other? Is that an important order of events to convey to the reader? Explain.”• Once students have shared out and discussed how they coded the model essay, ask them to look over it again and discuss in groups:<ul style="list-style-type: none">* “What do you notice about how the various types of linking words are used within the paragraphs of this model essay?”• After 2 minutes, invite a few students to share their thinking whole group. Listen for suggestions such as:<ul style="list-style-type: none">– “I notice that in the second paragraph, two different types of linking words are used in the same sentence.”– “The second paragraph has a big mix of linking word types.”– “I notice Time and Addition types of linking words are found near each other pretty often, which makes me think those types of words may work well together to show how things that happen over time are often related, building on each other.”• Draw students' attention to the third learning target:<ul style="list-style-type: none">* “I can connect the ideas in my essay about the invention of basketball by using linking words.”• Underline the words from this target that students should now be familiar with from the work they just completed: <i>connect, ideas, linking words</i>. Ask groups to discuss how they could restate the target in their own words.• After 1 minute, cold call a few students to share their thinking whole group.• Explain that students will use their new understandings about linking words to make a final revision to their essays about basketball. They will go back through the proof and conclusion paragraphs they wrote and add linking words to show the relationships between their ideas as well as improve how the piece flows.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to turn to the page in their journals where they wrote their basketball essays and to follow these directions:<ul style="list-style-type: none">– Independently read through your Proof Paragraph 1 (second paragraph). Think about:<ul style="list-style-type: none">* “Are there any ideas or sentences I could combine to make this piece flow more clearly?”* “Are the ideas similar or different? Did one cause the other? Are they connected over time?”* “How could I use linking words to show the relationship between these ideas more clearly?”– Discuss your thinking with group members.– Cross out the old sentence(s) and write a new sentence in the space above the original.– Repeat Steps 1–3 for Proof Paragraph 2 (third paragraph) and your conclusion (last paragraph).– If time allows, read your revised essay aloud to group members and ask them to provide feedback on its flow.• Provide clarification as needed, and then ask students to begin their work. Circulate to offer guidance and support.• After 8 to 10 minutes, focus students whole group and ask:<ul style="list-style-type: none">* “How did adding linking words to your essay make the relationships between ideas clearer?”* “In what ways did adding linking words improve the flow of your essay?”• Students’ answers will vary, but listen for them to make specific references back to the descriptions for each type of linking word as they explain how the words they used made the relationships between ideas clearer.• Ask students to keep their basketball essays out, as they will be sharing them with a partner during the Closing.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Remind students of the Back-to-Back, Face-to-Face protocol. Ask them to locate a partner who is not a member of their regular group to exchange essays.• Once all students have exchanged essays with a partner, ask them to turn back-to-back and complete the following:<ul style="list-style-type: none">– Read your partner's essay.– Think about: How does my partner's use of linking words show a clear connection between ideas and improve the readability of this essay?• Give students 4 or 5 minutes to complete Steps 1 and 2, then ask them to turn face-to-face to share their thinking about each other's essays. Remind them that when offering peer critique, they must remember to be both kind and specific.• After 2 minutes, invite a few students to share out a compliment about their partner's use of linking words to connect ideas or improve the flow of the essay.• Reread each of the learning targets aloud and ask students to use Thumb-O-Meter to show their level of mastery toward each of them. Note students who show mid to low on their meters, as they may need more support writing a conclusion paragraph or using linking words to connect ideas and provide flow.• Tell students they will begin the End of Unit 2 Assessment in the next lesson.• Distribute an index card for students to record their homework responses.	<ul style="list-style-type: none">• For struggling readers, consider asking partners to take turns reading their essays aloud to one another.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your completed basketball essay aloud to someone at home or by yourself in front of the mirror, at least three times. Pause after each read to ask yourself:<ul style="list-style-type: none">* "Does the order of ideas make sense?"* "Does each piece of the essay (introduction, thesis, points, proof paragraphs, conclusion) fit together to create a big picture for the reader?"* "Are there any additional revisions I would make? How would those changes improve my essay?"• Write your responses on an index card to share during the Opening of the next lesson.• Read your independent reading book for at least 15 minutes and then write a response to another question on your Independent Reading Choice Board.	<ul style="list-style-type: none">• Allow students to dictate their responses to someone at home to scribe for them.



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Supporting Materials



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Four Corners Sheets

Accuracy

Rate & Flow



Phrasing & Punctuation

Expression & Volume



Conclusion Paragraph Task Card

1. Independently reread your color-coded introductory paragraph about the invention of basketball.
2. With group members, chorally reread the thesis of the introductory paragraph, then think about:
 - * “How can I restate the thesis in a new and interesting way to convey the ‘What?’ of my conclusion?”
 - * “How can I use specific language and key terms from the thesis in my conclusion?”
3. Discuss your thinking about the ‘What?’ of your conclusion with group members, then record a sentence that restates the thesis on one of your idea strips.
4. Independently reread the points of your introductory paragraph as well as both proof paragraphs to help you think about:
 - * “How can I express my own thinking about how or why basketball was developed in the winter?”
 - * “How can I express my own thinking about why basketball became a popular sport with fans all over the country?”
 - * “How can I explain why I think the invention of basketball was important—‘So What?’”
 - * “How can I use specific language and key terms to emphasize important details about the invention of basketball?”
5. Discuss your thinking about the “So What?” of your conclusion with group members, then record sentences on two or three of your idea strips.
6. Once you have recorded the “What?” and “So What?” of your conclusion on idea strips, move the strips around to place sentences in the order you think makes the most sense.
7. Independently read through your sentences in the order you placed them, as if you are reading your complete conclusion paragraph. Ask yourself:
 - * “Does this make sense?”
 - * “Does it sound right?”
 - * “Do these sentences clearly connect back to my thesis, points, and proof paragraphs in a sequence that makes sense?”
8. Continue to move your idea strips around until you feel you can answer “yes” to each of the questions from Step 7.



Conclusion Paragraph Task Card

9. Once you have your idea strips in order, read them aloud to group members in the order you placed them. Ask your group:
- * “Do the sentences for my conclusion convey the ‘What?’ and ‘So What?’ in a clear way for the reader?”
 - * “Does the order of ideas make sense?”



Linking Words Anchor Chart

Types	Linking Words	Examples
<p>ADDITION</p> <p>+</p> <p><i>One idea adds to another / Ideas are similar / Ideas agree with each other.</i></p>	<p><i>and</i> <i>like</i> <i>in fact</i> <i>example</i> <i>in all</i> <i>too</i> <i>as</i></p>	<p>1. "I dance to keep fit." 2. "I dance for enjoyment."</p> <p>↓</p> <p>"I dance to keep fit and for enjoyment."</p>
<p>CONTRAST</p> <p>—</p> <p><i>Ideas do not match / one idea subtracts from the other.</i></p>	<p><i>but</i> <i>either</i> <i>comparison</i> <i>nonetheless</i></p>	<p>1. "She loves cherries!" 2. "I don't know why she doesn't like cherry pie."</p> <p>↓</p> <p>"She loves cherries but doesn't like cherry pie."</p>
<p>CAUSE</p> <p>→</p> <p><i>One idea is the cause of another.</i></p>	<p><i>by</i> <i>consequently</i> <i>because</i> <i>in which case</i> <i>unless</i></p>	<p>1. "He didn't turn off the tap." 2. "The sink overflowed."</p> <p>↓</p> <p>"The sink overflowed because he didn't turn off the tap."</p>
<p>TIME</p> <p>○</p> <p><i>Ideas are linked by time - one takes place before, during, or after another idea.</i></p>	<p><i>after</i> <i>afterward</i> <i>before</i> <i>while</i></p>	<p>1. "He went grocery shopping to buy ingredients." 2. "He baked a cake."</p> <p>↓</p> <p>"After going grocery shopping to buy ingredients, he baked a cake."</p>



Linking Words handout

Name: _____

Date: _____

Types	Linking Words	Examples
<p>ADDITION</p> <p>+</p> <p><i>One idea adds to another / Ideas are similar / Ideas agree with each other.</i></p>	<p><i>and</i> <i>like</i> <i>in fact</i> <i>example</i> <i>in all</i> <i>too</i> <i>as</i></p>	<p>1. "I dance to keep fit." 2. "I dance for enjoyment."</p> <p>↓</p> <p>"I dance to keep fit and for enjoyment."</p>
<p>CONTRAST</p> <p>—</p> <p><i>Ideas do not match / one idea subtracts from the other.</i></p>	<p><i>but</i> <i>either</i> <i>comparison</i> <i>nonetheless</i></p>	<p>1. "She loves cherries!" 2. "I don't know why she doesn't like cherry pie."</p> <p>↓</p> <p>"She loves cherries but doesn't like cherry pie."</p>
<p>CAUSE</p> <p>→</p> <p><i>One idea is the cause of another.</i></p>	<p><i>by</i> <i>consequently</i> <i>because</i> <i>in which case</i> <i>unless</i></p>	<p>1. "He didn't turn off the tap." 2. "The sink overflowed."</p> <p>↓</p> <p>"The sink overflowed because he didn't turn off the tap."</p>
<p>TIME</p> <p>○</p> <p><i>Ideas are linked by time - one takes place before, during, or after another idea.</i></p>	<p><i>after</i> <i>afterward</i> <i>before</i> <i>while</i></p>	<p>1. "He went grocery shopping to buy ingredients." 2. "He baked a cake."</p> <p>↓</p> <p>"After going grocery shopping to buy ingredients, he baked a cake."</p>



Coded Model Essay
(Answers, for Teacher Reference)

Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. Over time, other inventors refined the electric motor to help make people's lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people's lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday's electric motor was able to generate electricity better and for less money than batteries.

Other inventors developed new technologies based on Faraday's idea, and the new inventions changed people's lives. In 1882, Thomas Edison used Faraday's idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful



Coded Model Essay
(Answers, for Teacher Reference)

household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people's problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday's invention of the electric motor, our lives have become much better.



Coding for Linking Words Task Card

Directions:

1. Independently read through Proof Paragraph 1 (the second paragraph).
2. With your group members, look closely again at Proof Paragraph 1 to identify and code each linking word you find.
3. Repeat Steps 1 and 2 for Proof Paragraph 2 (the third paragraph) and the Conclusion (last paragraph).
4. After you have completed Steps 1–3, discuss with group members:
 - * “How did the author of the model essay use linking words to show the relationships between ideas?”
 - * “How does the use of linking words enhance the readability or flow of the essay?”