

SUPPLEMENTAL SKILLS INSTRUCTION

WR.2.D

INFORMATIVE

Cohesion and Flow

Lessons WR.2.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases. Students focus on revising their own informative papers for varied syntax or transitional words and phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Cohesion and Flow, on which each student records one example of successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their informative papers.

Standards

Assessed Standard(s)	
W.9-10.2.c	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. c. Use appropriate and varied transitions to link the major sections of the text, create

	cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.

Assessment

Assessment(s)	
<p>Student learning is assessed via completion of the WR.2 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their informative papers as well as the revised passage. Students then explain why the revision is effective.</p> <p>i Consider assessing these revisions using the Informative Writing Checklist.</p>	
High Performance Response(s)	
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., So many people were without work in 1932 that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).). Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., By 1932, so many people were without work that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).). Explain why the revision is effective (e.g., I varied the syntax to put the emphasis on the year rather than the people.). <p>i See the Model WR.2 Revision Exit Slip: Cohesion and Flow for more examples.</p>	

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards:	
<ul style="list-style-type: none"> Standards: W.9-10.2.c, W.9-10.5, W.9-10.6, SL.9-10.1 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 0%
3. Writing Instruction Options: <ul style="list-style-type: none"> Varied Syntax Transitional Words and Phrases 	3. 30%
4. Informative Writing Checklist	4. 5%
5. Individual Revision	5. 30%
6. Revision Discussion	6. 20%
7. WR.2 Revision Exit Slip: Cohesion and Flow	7. 5%
8. Closing	8. 5%

Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson C Model Informative Writing Checklist)
- Copies of the WR.2 Revision Exit Slip: _____ for each student (refer to WR.2 Lesson A)—students will need additional blank copies
- Copies of the Transitions Handout for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.

	<i>Italicized text indicates a vocabulary word.</i>
▶	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their informative papers. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- ① Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options

30%

- ① Based on student need, select from the two options below:
 - Varied Syntax (See Appendix 1)
 - Transitional Words and Phrases (See Appendix 2)

Activity 4: Informative Writing Checklist

5%

- ① The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Informative Writing Checklist.

- ① Consider posting or projecting the Informative Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Informative Writing Checklist? In which categories do these items belong and why?

- ☞ Student responses will vary but should include points that address the following:

- Include varied syntax to contribute to a cohesive informative paper? This item belongs in the Coherence, Organization, and Style category, because it is about making clear connections among ideas in informative writing.
- Include transitional words and phrases that clearly show the relationship between sentences and paragraphs? This item belongs in the Coherence, Organization, and Style category, because it is about cohesion and clarity in informative writing.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Informative Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Informative Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Informative Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Informative Writing Checklist.

Activity 5: Individual Revision

30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
 - Transitional Words and Phrases
- ① For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Informative Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to include varied syntax or transitional words and phrases.
- 🗨 For sample revisions, see the Model WR.2 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion

20%

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson’s homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
 2. Explain to your peers how the revision improves your draft.
 3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.
- ① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.2 Revision Exit Slip: Cohesion and Flow

5%

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.2 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Cohesion and Flow” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Informative Writing Checklist.

- 🗨 See the High Performance Response and Model WR.2 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)

- ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your informative paper.

Model Informative Writing Checklist

Name:		Class:		Date:	
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Directions: Use this template to record the checklist items that convey the components of an effective informative paper established as a class.

Command of Evidence	Drafting	Finalization
Does my response...	✓	✓
Use relevant and sufficient evidence to develop my subtopics?	<input type="checkbox"/>	<input type="checkbox"/>
Integrate evidence (quotations and paraphrasing) to support the claim and develop subtopics?	<input type="checkbox"/>	<input type="checkbox"/>
Anticipate and address the audience’s knowledge level?	<input type="checkbox"/>	<input type="checkbox"/>

Coherence, Organization, and Style	Drafting	Finalization
Does my response...	✓	✓
Clearly introduce a topic?	<input type="checkbox"/>	<input type="checkbox"/>
Develop a precise claim about the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Include subtopics that develop the topic and support the claim?	<input type="checkbox"/>	<input type="checkbox"/>
Adapt content and language to my specific audience?	<input type="checkbox"/>	<input type="checkbox"/>
Clearly state each subtopic?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that engages the reader’s attention and interest?	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from and supports the informative paper?	<input type="checkbox"/>	<input type="checkbox"/>
Establish and maintain a formal style and objective tone?	<input type="checkbox"/>	<input type="checkbox"/>
Use precise language to clearly explain the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Use domain-specific vocabulary to clearly explain the topic?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied syntax to contribute to a cohesive informative paper?*	<input type="checkbox"/>	<input type="checkbox"/>

Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?*	<input type="checkbox"/>	<input type="checkbox"/>
Control of Conventions	Drafting	Finalization
Does my response...	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cite sources using proper MLA style and formatting?	<input type="checkbox"/>	<input type="checkbox"/>
Use proper punctuation for quotations and citations?	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

Model WR.2 Revision Exit Slip: Cohesion and Flow

Name:		Class:		Date:	
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Directions: In the first column, record the original passage from your informative paper. In the second column, record the revised passage. In the third column, explain why the revision is effective.

Original Passage	Revised Passage	Explanation
<p>The author’s father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author’s mother also demonstrated resourcefulness. She “would find someone who was a year ahead of [the author] in school, and buy his used books” (Hastings). The author’s mother bought used copies of the schoolbooks. The author’s mother found a way to provide her child what he needed. She also helped the family save money.</p>	<p>For example, the author’s father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author’s mother also demonstrated resourcefulness when she “would find someone who was a year ahead of [the author] in school, and buy his used books” (Hastings). By buying used copies of the school books, the author’s mother found a way to provide her child what he needed and help the family save money at the same time.</p>	<p>I varied the syntax of this paragraph. I used transitional words to combine some sentences and I changed the way I began some sentences, as in “by buying” for example. This helps to focus on the measures that people had to take to be resourceful during the Great Depression.</p>
<p>The 1920s in America were prosperous times. Starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. The American economy had overcome economic depressions in the past. Americans’ lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans’ livelihoods. It also drove them to be resourceful and use government assistance to</p>	<p>The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans’ lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans’ livelihoods, yet it also drove them to be resourceful and use government</p>	<p>I added transitional words and phrases “But,” “Although,” “this time,” and “yet.” These words and phrases help clarify my ideas and make the time frame of the events clear.</p>

survive.	assistance to survive.	
So many people were without work in 1932 that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).	By 1932, so many people were without work that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).	I varied the syntax to put the emphasis on the year rather than the people.

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well-formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader’s understanding of an author’s purpose or point of view.

① Consider asking students to volunteer the definition of *syntax* before providing it to the class.

- ▶ Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

① Example 2 is taken from paragraph 2 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** So many people were without work in 1932 that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).
- **Example 2:** By 1932, so many people were without work that “[o]ne out of every four Americans came from a family that had no full-time breadwinner” (Hayes).

Instruct students to Turn-and-Talk about the following questions:

Compare how the words and phrases are arranged in each example.

- ☞ In the first example, the sentence begins with the phrase “So many people” and ends with “in 1932”; whereas, in the second example, the sentence begins with the phrase “By 1932” and then is followed by the phrase “so many people.”

What is the effect of word order on the emphasis and meaning in each sentence?

- ☞ Student responses may include:
 - In the first example, the phrase about people is first, so the emphasis is on the amount of people who did not have jobs. The phrase with the date comes at the end, right before the quote, so the date seems less important to the meaning of the overall sentence.
 - In the second example, the phrase “By 1932” is first, which emphasizes the date by which “so many people” did not have jobs.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many phrases). Changes in word order or sentence length and complexity are called *variations in syntax*. Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

- ▶ Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

① Example 2 is taken from paragraph 3 of the Model Informative Paper (refer to Lesson 10). Example 1 has been modified from the model.

- **Example 1:** The author’s father earned money inconsistently. He created several different odd jobs for himself like cutting hair, gardening, and painting houses. The author’s mother also demonstrated resourcefulness. She “would find someone who was a year ahead of [the author] in school, and buy his used books” (Hastings). The author’s mother bought used copies of the schoolbooks. The author’s mother found a way to provide her child what he needed. She also helped the family save money.
- **Example 2:** For example, the author’s father inconsistently earned small amounts of money by creating several different odd jobs for himself like cutting hair, gardening, and painting houses. The author’s mother also demonstrated resourcefulness when she “would find someone who was a year ahead of [the author] in school, and buy his used books” (Hastings). By buying used copies of the school books, the author’s mother found a way to provide her child what he needed and help the family save money at the same time.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these paragraphs?

- 🗨 Student responses may include:
 - The first example uses mostly short, simple sentences. Also, the writer repeats the same syntax in every sentence as the words and phrases are ordered in the same way, so the syntax is not varied.
 - In the second example, the writer varies syntax by using both long, complex sentences and short, simple sentences in which the order of words in each sentence is different.

① **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students’ understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

- 🗨 Student responses may include:
 - The repetitive syntax in the first example makes the paragraph sound choppy. The lack of varied syntax in the first example makes the paragraph more difficult to read, and the

- connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of the writing.
- In the second example, the varied syntax makes the connections between ideas clear, which contributes to the overall cohesiveness of the paragraph. The variations in syntax make the paragraph easier to read, because the sentences are not choppy, which adds to the power of the writing.

① **Differentiation Consideration:** If students struggle to answer these questions, consider providing more examples from the model informative paper (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their informative writing. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of informative writing.

Appendix 2: Transitional Words and Phrases

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole. Explain to students that *transitions* are words and phrases that are used to create cohesion.

- ▶ Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, words like *furthermore* and *besides* are used for addition, which means they can be used to continue a line of reasoning or sustain a thought between sentences or paragraphs. Phrases like *in the same way* or the word *likewise* can be used to show that ideas are similar.

- ▶ Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

① Example 1 is taken from paragraph 1 of the Model Informative Paper (refer to Lesson 10). Example 2 is modified from paragraph 3 of the article “The New Deal” (refer to Lesson 3).

- **Example 1:** The 1920s in America were prosperous times. But starting in 1929 and lasting over a ten-year period, the Great Depression affected all Americans, rich and poor alike. Although the American economy had overcome economic depressions in the past, this time Americans’ lives changed forever. With widespread and long-lasting effects, the Great Depression ruined Americans’ livelihoods, yet it also drove them to be resourceful and use government assistance to survive.
- **Example 2:** Roosevelt’s first act as president was to declare a four-day bank holiday. Congress drafted the Emergency Banking Bill of 1933. The banking system was stabilized. The public’s faith in the banking industry was restored. He signed the Glass-Steagall Act, which created the FDIC, federally insuring deposits.

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

- The first paragraph is more cohesive. The language is easier to follow and ideas are connected. The paragraph relies on transitional words and phrases, like “But,” “alike,” “Although,” “this time,” “With,” and “yet it also” to help link ideas.

Which of these paragraphs is less cohesive and why?

- The second paragraph is less cohesive. The paragraph contains valuable information, but there are no transitional words and phrases that help connect either the ideas or the timeline. Because of the lack of transitions, the sentences are disjointed and do not speak to the difficulty of Americans at the time. The sentences read like isolated examples of things Roosevelt did once in office.
- ① **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.
- ① **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.
 - ▶ Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

- Student responses should include:
 - “but”
 - “alike”
 - “although”
 - “this time”
 - “with”
 - “yet it also”

How does each transitional word or phrase contribute to the paragraph?

- Student responses may include:

- The word “but” shows that there is going to be a change or shift of information that is different from information that came before. In this example, “but” indicates that although “the 1920s in America were prosperous times,” life after that was difficult.
- The word “alike” indicates how everyone was affected and is used to link both rich and poor people. This is significant because it speaks to the seriousness of the Great Depression, which affected people from all incomes.
- The word “although” is used to transition from previous information about how to handle a depression to the things that made the Great Depression more devastating, and in that sense, unique.
- The phrase “this time” is used to convey how unique the Great Depression was, compared to previous American depressions.
- The word “with” is used to transition from the idea of the struggles of the Great Depression to more specific examples of how it ruined American lives.
- The phrase “yet it also” is used to transition from the idea of America being crushed by the Great Depression to the idea of Americans discovering new ways to adapt in the face of adversity.

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to conveying complex ideas. Effective use of transitional words and phrases improves the logical presentation of information and is important for making clear connections among the claim, subtopics, and evidence in an informative paper.

Transitions Handout

Name:		Class:		Date:	
Addition (to add an idea)	Illustration (to give an example)	Comparison (to show how ideas are similar)	Contrast (to show how ideas are different)	Explanation (to explain an idea)	
again also besides finally first furthermore in addition lastly secondly	e.g., for example for instance specifically such as to demonstrate to illustrate	equally in the same way likewise similarly	although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet	i.e., in other words that is to clarify to explain	
Emphasis (to highlight an idea)	Conclusion (to end a passage)	Cause and Effect (to show why)	Time (to show when and where)	Concession (to introduce counterclaims)	
especially importantly indeed in fact of course significantly surely	finally in conclusion in the end lastly to conclude	as a result because consequently for this reason hence so that therefore	after during meanwhile next simultaneously then when while	admittedly even so granted it is true of course on the other hand regardless	

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