

# SUPPLEMENTAL SKILLS INSTRUCTION

## WR.2.G

### INFORMATIVE

## Adding Variety and Interest

**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 using parallel structure and varied phrases to improve informative writing. Each activity may last an entire class period.

Writing Instruction Options:

- Parallel Structure
- Varied Phrases

In this lesson, the teacher provides direct instruction to students on how to incorporate parallel structure and varied phrases into their writing. Students focus on revising their own informative drafts for parallel structure or varied phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest, on which each student records one example of a successful revision.

For homework, students choose three different passages from their informative papers and revise each passage focusing on incorporating parallel structure or varied 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.9-10.5             | 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. |
| L.9-10.1.a, b        | Demonstrate command of the conventions of standard English grammar and usage   |

|                              |   |
|------------------------------|---|
|                              | <p>when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> |
| <b>Addressed Standard(s)</b> |   |
| 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

|   |  |
|---|--|
| <b>Assessment(s)</b>  |  |
| <p>Student learning is assessed via the completion of the WR.2 Revision Exit Slip: Adding Variety and Interest. 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><a href="#"> ⓘ Consider assessing these revisions using the Informative Writing Checklist.</a></p>   |  |
| <b>High Performance Response(s)</b>   |  |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>• Record the original passage (e.g., For example, the author’s father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses.).</li> <li>• Revise the original passage, focusing on incorporating parallel structure or varied phrases (e.g., 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.).</li> <li>• Explain why the revision is effective (e.g., I added the adjectival phrase “several different odd” to the sentence which helps the transition to more specific examples of the jobs.).</li> </ul> <p><a href="#"> ⓘ See the Model WR.2 Revision Exit Slip: Adding Variety and Interest for more examples.</a></p> |  |

## Lesson Agenda/Overview

| Student-Facing Agenda  | % of Lesson   |
|--|---|
| <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>Standards: W.9-10.5, L.9-10.1.a, b, W.9-10.6, SL.9-10.1</li> </ul> <p><b>Learning Sequence:</b></p> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Writing Instruction Options:                             <ul style="list-style-type: none"> <li>Parallel Structure</li> <li>Varied Phrases</li> </ul> </li> <li>Informative Writing Checklist</li> <li>Individual Revision</li> <li>Revision Discussion</li> <li>WR.2 Revision Exit Slip: Adding Variety and Interest</li> <li>Closing</li> </ol> | <ol style="list-style-type: none"> <li>5%</li> <li>0%</li> <li>30%</li> <li>5%</li> <li>30%</li> <li>20%</li> <li>5%</li> <li>5%</li> </ol> |

## Materials

- Student copies of the up-to-date Informative Writing Checklist (refer to WR.2 Lesson F 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

## 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.  |
|                                  | <b>Bold text indicates questions for the teacher to ask students.</b>         |
|                                  | <i>Italicized text indicates a vocabulary word.</i>                           |
| ▶                                | Indicates student action(s).  |
| ☞                                | Indicates possible student response(s) to teacher questions.                  |



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 effectively incorporate parallel structure or varied phrases into their writing. 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:
  - Parallel Structure (See Appendix 1)
  - Varied 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:
  - Correctly incorporate the use of parallel structure? This item belongs in the Control of Conventions category, because it is about language conventions.
  - Include varied phrases, where appropriate? This item belongs in the Coherence, Organization, and Style category, because it is about conveying meaning, as well as creating variety and building interest.

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:

- Parallel Structure
- Varied Phrases

① For example, if students completed the writing instruction activity on Parallel Structure, then their revisions will focus on using parallel structure rather than on varied phrases.

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

Transition to individual revision.

- ▶ Students independently revise their drafts for parallel structure or varied phrases.
- 🗨 For sample revisions, see the Model WR.2 Revision Exit Slip: Adding Variety and Interest.

## 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: Adding Variety and Interest

**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 “Adding Variety and Interest” 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: Adding Variety and Interest 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:

- Parallel Structure
- Varied 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:

- Parallel Structure
- Varied 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

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

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

| <b>Command of Evidence</b>   | <b>Drafting</b>          | <b>Finalization</b>      |
|--|--------------------------|--------------------------|
| <b>Does my response...</b>   | ✓                        | ✓                        |
| 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"/> |

| <b>Coherence, Organization, and Style</b>                                  | <b>Drafting</b>          | <b>Finalization</b>      |
|--|--------------------------|--------------------------|
| <b>Does my response...</b>   | ✓                        | ✓                        |
| 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"/> |
| Include sentences of varied length that contribute to the cohesion and clarity of my informative writing?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Include varied phrases, where appropriate?*   | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>Control of Conventions</b>   | <b>Drafting</b>                     | <b>Finalization</b>                 |
|---|-------------------------------------|-------------------------------------|
| <b>Does my response...</b>  | <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"/>            |
| Correctly incorporate semicolons and colons to make my writing clearer? | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Correctly incorporate commas?   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Avoid sentence fragments and run-on sentences?                          | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Correctly incorporate the use of parallel structure?*                   | <input type="checkbox"/>            | <input type="checkbox"/>            |

\*Asterisks indicate new items added in this lesson.

## Model WR.2 Revision Exit Slip: Adding Variety and Interest

|              |  |               |  |              |  |
|--------------|--|---------------|--|--------------|--|
| <b>Name:</b> |  | <b>Class:</b> |  | <b>Date:</b> |  |
|--------------|--|---------------|--|--------------|--|

**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   |
|---|---|---|
| Gordon Parks, who eventually became a famous artist, loses his job in 1929 and is forced to quit school in order to find some form of income (Hayes).         | Gordon Parks, who eventually became a famous artist, lost his job in 1929 and was forced to quit school in order to find some form of income (Hayes).                               | I changed this sentence to have parallel structure in the verbs.  |
| The Great Depression’s difficult economic conditions forced people to survive.  | The Great Depression’s difficult economic conditions forced people to become more resourceful in order to survive.  | I added the adverbial phrase “more resourceful” so that the new sentence conveys how Americans had to use what they had in order to survive the Great Depression. |
| For example, the author’s father inconsistently earned small amounts of money by creating jobs for himself like cutting hair, gardening, and painting houses. | 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. | I added the adjectival phrase “several different odd” to the sentence, which helps the transition to more specific examples of the jobs.                          |

## Appendix 1: Parallel Structure

Explain to students that *parallel structure* is using the same pattern of words to show that two or more ideas are equally important. This pattern can happen at the word, phrase, or clause level. Parallel structures are usually joined by coordinating conjunctions like “and” or “but.” Three or more parallel structures in a row require using commas with a coordinating conjunction.

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

Post or project the following examples:

- ① Example 1 is taken from paragraph 5 of the article “The New Deal” (refer to Lesson 3). Example 2 has been modified from the original.
- **Example 1:** The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy.
- **Example 2:** The Agricultural Adjustment Act subsidized farmers for reducing crops and had provided loans for farmers who faced bankruptcy.

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

### Which sentence includes parallel structure? What is parallel in this sentence?

- 🗨️ The first sentence includes parallel structure in both phrases that begin with past tense verbs: “subsidized farmers” and “provided loans.”

### What is the effect of parallel structure on the clarity and meaning of the first sentence?

- 🗨️ Student responses may include:
  - The parallel structure suggests that the Agricultural Adjustment Act provided two, equally important forms of relief to help farmers.
  - Using parallel structure makes the sentence easy to read and the meaning of the sentence is clear to the reader.

- ① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

### How are the verbs “subsidized” and “provided” in the first example similar?

- 🗨️ They are both past tense verbs that tell what the Agricultural Adjustment Act was supposed to do for farmers.

### How does this repeating pattern of verbs affect the ideas in the sentence?

- Because both verbs are in past tense, both ideas seem connected and of equal importance.

Lead a brief whole-class discussion of student responses. Ask the whole class the following question:

#### Explain why the second example is not parallel.

- The second example is not parallel, because the second verb in the pattern, “had provided,” is not the same tense as the first verb in the pattern: “subsidized.”

- Differentiation Consideration:** Review examples of parts of speech and verb tenses so that students can confidently discuss parallel structure.

Post or project the following paragraph.

- The following example is paragraph 5 of the Model Informative Paper (refer to Lesson 10).
- Consider numbering the sentences of the paragraph before it is posted or projected.
- 1. Under the New Deal, millions of Americans tried to get jobs through the Civil Conservation Corps (CCC). 2. So many people tried to work for the CCC that the program had to turn away two-thirds of the people who applied (“The New Deal”). 3. Nevertheless, the CCC and WPA together helped 11.5 million Americans make enough money to meet their basic needs (“The New Deal”). 4. Additionally, people who were at risk of losing their homes used the newly formed Homeowner’s Loan Corporation to avoid foreclosure (“The New Deal”). 5. Farmers could take advantage of the Agricultural Adjustment Act, which “subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy” (“The New Deal”). 6. Paying farmers to plant less and lending them money to support their farms helped farmers stay in business through the Great Depression. 7. By offering work and relief, the New Deal programs encouraged Americans facing many different situations to look to the government for help surviving the Great Depression.

Instruct student pairs or small groups to read the paragraph and identify examples of parallel structure and explain which structure in each sentence is parallel.

- Student responses may include:
  - Sentence 5 includes parallel structure in the verbs “subsidized” and “provided.”
  - Sentence 6 includes parallel structure with phrases “Paying farmers” and “lending them.”
  - Sentence 6 includes parallel structure with phrases “to plant” and “to support.”

- Differentiation Consideration:** Explain to students how each example includes parallel structure. For example, the sixth sentence includes parallel structure because the phrases “to plant” and “to support” are structured the same way. This would not be parallel if the sentence read “Paying

farmers to plant less and lending them money supporting their farms helped farmers stay in business through the Great Depression.”

Lead a brief whole-class discussion in which volunteers describe the effect of parallel structure on clarity and meaning of ideas in these examples.

- 🗣️ In these sentences parallel structure makes the ideas easier to read because the parts of speech patterns do not change mid-sentence. Also, because the parts of speech patterns are the same, the ideas seem more similar and connected.

Explain to students that although parallelism can be used for emphasis or as a rhetorical strategy, it should not be overused or it can lead to writing that is boring and repetitive.

- ① **Differentiation Consideration:** If students struggle with parallel structure because they do not understand subject-verb agreement, explain that subject-verb agreement means that the subject of a sentence matches in number (plural or singular) the verb of the sentence. The form of the verb has to correspond to the subject; a singular subject goes with a singular verb, and a plural subject goes with a plural verb. In its most basic form, a sentence like “She is happy” includes the singular verb “is” in agreement with singular subject “she.” In the sentence “They are happy,” the subject “they” is plural, so the verb “are” is also plural.

Post or project the following examples and instruct students to work in pairs or small groups to identify five different rules of subject-verb agreement. If necessary, consider underlining the subject and verb in each sentence to help students identify the rules.

- **Example 1:** In the memoir “Digging In,” the author’s family makes significant adjustments to their lifestyle.
- **Example 2:** The Great Depression, with widespread and long-lasting effects, ruins Americans’ livelihoods.
- **Example 3:** Together with his “brain trust,” Roosevelt seeks the best course of action for the struggling nation.
- **Example 4:** Nevertheless, the CCC and WPA help 11.5 million Americans.
- **Example 5:** Few savings or a small paycheck make little difference in American’s lives; the government or its agencies have to help.

🗣️ Student responses should include:

- In example 1, “family” is a collective noun that implies more than one person, but collective nouns are singular and take singular verbs.
- In example 2, the sentence includes a phrase that come between the subject and the verb, but the verb agrees with the subject, not the noun or pronoun in the phrase.

- In example 3, the expression “together with” does not change the number of the subject. If the subject is singular, so is the verb.
- In example 4, two subjects joined by a conjunction “and” make a plural subject, so they take a plural verb.
- In example 5, two subjects joined by a conjunction like “or” do not make a plural subject, so the verb agrees with the second subject.

Lead a brief whole-class discussion of student responses.

## Appendix 2: Varied Phrases

Inform students that effective writers use a variety of different types of phrases (e.g., noun, verb, adjectival, adverbial, etc.) to vary their sentences to emphasize ideas and keep readers engaged. Remind students that phrases are parts of a sentence comprised of more than one word.

Post or project the following paragraph. Then provide students with the definitions and examples below.

① The following example is paragraph 4 of the article “The New Deal” (refer to Lesson 3).

① Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The Civil Conservation Corps was one of the New Deal’s most successful programs. 2. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nations’ forests to work. 3. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. 4. The men, all volunteers, were paid \$30 a month, with two-thirds being sent home. 5. The Works Progress Administration, Roosevelt’s major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.

A **noun phrase** is a phrase that acts as a noun within a sentence. For example, “work relief program” (sentence 5). While “program” is the noun in the sentence, the phrase “work relief program” is the noun phrase.

Similarly, an **adjectival phrase** is a phrase that describes the noun. For example, “most successful” (sentence 1) acts as an adjectival phrase that describes “programs.”

A **verb phrase** is a phrase that assigns a verb to the subject of the sentence. For example, “were paid” (sentence 4). Because “were” and “paid” are both verbs, together, they make up a verb phrase.

An **adverbial phrase** is a phrase that modifies the verb in the sentence. For example, “Living in camps in the forests” (sentence 3). Because “living in camps” and “in the forest” modify how the subject (“the men”) worked and lived, they are adverbial phrases.

- ▶ Students write the definitions and examples of *noun phrase*, *adjectival phrase*, *verb phrase*, and *adverbial phrase* in the appropriate section of their vocabulary journals.

① **Differentiation Consideration:** Students may need additional support with simple parts of speech (nouns, adjective, verbs, adverbs, etc.). Consider teaching them these one-word parts of speech before moving onto more complex, multi-word phrases.

Explain to students that using a variety of phrases makes their writing more interesting to read. Using the same type of sentence structure too often makes the writing dull and hard to follow.

Post or project the following paragraph.

① The following example is paragraph 13 of the article “Firing, Not Hiring” by Nancy Hayes.

① Consider numbering the sentences of the paragraph before it is posted or projected.

- 1. The new president’s efforts to end the Depression gave new hope to many people. 2. The Great Depression, however, continued into the early 1940s. 3. And even after the country had recovered fully, workers had found steady employment, and lack of food was no longer an issue, people never forgot the hardships they had suffered. 4. The memories of the Depression left deep emotional, psychological, and physical scars on a generation of Americans.

Instruct student pairs or small groups to read the paragraph and identify examples of varied phrases in each sentence.

🗨 Student responses may include:

- Sentence 1 includes noun phrase “The new president’s efforts.”
- Sentence 3 includes a verb phrase “had suffered.”
- Sentence 4 includes an adjectival phrase “deep emotional, psychological, and physical.”
- Sentence 4 includes noun phrases “memories of the Depression” and “a generation of Americans.”

Lead a brief whole-class discussion of student responses. Then ask volunteers to describe the effect of varied phrases on the rhythm and flow of ideas in this paragraph.

🗨 Student responses may include:

- In this paragraph, varied phrases make the ideas seem more engaging because each sentence is unique and interesting.
- In this paragraph, varied phrases make the text more interesting to read because no two sentences are structured the same.

Lead a brief whole-class discussion of student responses.