

SUPPLEMENTAL SKILLS INSTRUCTION

WR.3.B NARRATIVE

Cohesion and Flow

Lessons WR.3.A–F 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 narrative 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 to sequence events and create a coherent whole. Students focus on revising their own narratives for varied syntax or transitional words and phrases before transitioning a peer discussion of revisions. Student learning is assessed via the completion of the WR.3 Revision Exit Slip: Cohesion and Flow, on which each student records one example of a successful revision.

For homework, students choose three different passages from their narratives 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 narratives.

Standards

Assessed Standard(s)	
W.9-10.3.c	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>

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.3 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their narratives as well as the revised passage. Students then explain why the revision is effective.</p> <p>i Consider assessing these revisions using the Narrative 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., We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.). Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., Without this equipment, we would have lasted about 12 seconds before we lost consciousness.). Explain why the revision is effective (e.g., I varied the syntax so that the emphasis is on the importance of the equipment, which is described in the sentence before.). <p>i See the Model WR.3 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.9-10.3.c, W.9-10.5, W.9-10.6, SL.9-10.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction Options: <ul style="list-style-type: none"> Varied Syntax Transitional Words and Phrases Narrative Writing Checklist Individual Revision Revision Discussion WR.3 Revision Exit Slip: Cohesion and Flow Closing 	<ol style="list-style-type: none"> 5% 0% 30% 5% 30% 20% 5% 5%

Materials

- Student copies of the up-to-date Narrative Writing Checklist (refer to WR.3 Lesson A Model Narrative Writing Checklist)
- Copies of the WR.3 Revision Exit Slip: _____ for each student (refer to WR.3 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.
	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 narratives. 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: Narrative Writing Checklist

5%

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

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

- ① Consider posting or projecting the Narrative 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 Narrative 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 and engaging narrative? This item belongs in the Coherence, Organization, and Style category, because varying sentences is part of a writer's style.

- Include transitional words and phrases that clearly show the relationship among characters, experiences, and events? This item belongs in the Coherence, Organization, and Style category, because transitions aid in the cohesion and clarity in narratives.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Narrative 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 Narrative Writing Checklist.

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

① Consider adding the new items in the appropriate categories to the displayed copy of the Narrative 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 Narrative 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.3 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 7 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.3 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.3 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 Narrative Writing Checklist.

- ▶ See the High Performance Response and Model WR.3 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 narrative.

- 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 narrative.

Model Narrative 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 narrative established as a class.

Coherence, Organization, and Style Does my response...	Drafting ✓	Finalization ✓
Develop real or imagined experiences or events?	<input type="checkbox"/>	<input type="checkbox"/>
Establish a point of view?	<input type="checkbox"/>	<input type="checkbox"/>
Include settings, characters, and plots that develop the experiences or events?	<input type="checkbox"/>	<input type="checkbox"/>
Use narrative techniques such as dialogue, pacing, description, reflection, or multiple plot lines to develop the narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Use the passage of time to structure the narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that engages and orients the reader by setting out a problem, situation, or observation?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that establishes a narrator and/or characters?	<input type="checkbox"/>	<input type="checkbox"/>
Have an introduction that builds a smooth progression of experiences or events?	<input type="checkbox"/>	<input type="checkbox"/>
Develop distinct character voices?	<input type="checkbox"/>	<input type="checkbox"/>
Provide a conclusion that follows from and reflects on the experiences and observations within the narrative?	<input type="checkbox"/>	<input type="checkbox"/>
Use different structural techniques to sequence events so that they build on one another to create a coherent whole?	<input type="checkbox"/>	<input type="checkbox"/>
Use precise words and phrases, telling details, and sensory language to develop experiences, events, settings, and characters?	<input type="checkbox"/>	<input type="checkbox"/>
Include varied syntax to contribute to a cohesive and engaging narrative?*	<input type="checkbox"/>	<input type="checkbox"/>
Include transitional words and phrases that clearly show the relationship among characters, experiences, and events?*	<input type="checkbox"/>	<input type="checkbox"/>

Control of Conventions	Drafting	Finalization
Does my response...	✓	✓
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

*Asterisks indicate new items added in this lesson.

Model WR.3 Revision Exit Slip: Cohesion and Flow

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

Original Passage	Revised Passage	Explanation
I have given different answers to the question depending on the situation. I only said one word to the cashier.	I have given different answers to the question depending on the situation, but this time, I only said one word to the cashier.	I added the transitional words to help connect the ideas and show that there is something different about the narrator's usual answer and what he tells the cashier.
We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.	Without this equipment, we would have lasted about 12 seconds before we lost consciousness.	I varied the syntax so that the emphasis is on the importance of the equipment, which is described in the sentence before.
"Oh my god," she said, "I remember watching you land. It was my mother's birthday. My entire family was there at the house. We gathered around this tiny color TV in the living room. I remember the president called you guys up there. My father pretended like he could call too. He got on the phone and had us all laughing. This is amazing."	"Oh my god," she said, "I remember watching you land. It was my mother's birthday so my entire family was there at the house and we gathered around this tiny color TV in the living room. And I remember the president called you guys up there and my father pretended like he could call too and got on the phone and had us all laughing. This is ... wow ... this is amazing."	I changed the sentences so that they vary and so that the dialogue sounds more realistic, like it comes from someone who is very excited.

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 1 is taken from paragraph 17 of the Model Narrative (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Without this equipment, we would have lasted about 12 seconds before we lost consciousness.
- **Example 2:** We would have lasted about 12 seconds before we lost consciousness if we did not have this equipment.

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 a phrase about the equipment and then goes on to describe what would happen if the astronauts did not have the equipment. In the second example, the sentence describes what would have happened without the equipment before mentioning the equipment.

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

- 💬 Student responses may include:
 - In the first example, the sentence begins with the equipment, so the emphasis is on the equipment. With the sentence arranged this way, the writer focuses attention on the importance of the equipment.
 - In the second example, the writer begins with what would have happened without the special equipment, which emphasizes how harsh conditions can be unless the right equipment is present.

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 1 is taken from paragraph 4 of the narrative model “Return to July” (refer to Lesson 1). Example 2 has been modified from the original.

- **Example 1:** We ate there at least twice a week. When we ate at the restaurant, I was encouraged to say “hello” and “thank you” in Chinese. These simple utterances routinely set Mr. Liu off in a flurry of sentences strung together with an almost overwhelming pace and volume.
- **Example 2:** We ate there at least twice a week. I was encouraged to say “hello” and “thank you” in Chinese when we went. Mr. Liu would go into a flurry of sentences strung together when I spoke Chinese. Mr. Liu’s speech was overwhelming and loud.

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

How does the writer vary syntax in these examples?

💬 Student responses may include:

- In the first example, the writer varies syntax by using both long and short sentences. The writer starts the second sentence “When we ate at the restaurant, which is different from how the sentences before and after it begin.
- In the second example, the same simple sentence structure is repeated. Most of the sentences are the same length, so the syntax is not varied.

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:

- In the first example, the varied syntax and different sentence lengths contribute to a flow of sentences that make it more engaging to read.
- The repetitive syntax in the second example makes the example sound choppy. The lack of varied syntax in the second 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

- ① **Differentiation Consideration:** If students struggle to answer these questions, consider providing more examples from the model narrative (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 narratives. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of the narrative.

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, experiences, and events in a narrative.

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, to create transitions based on time in a sequence of events, students might use words like *meanwhile* or *next*. Words and phrases like *as a result* and *consequently* can be used to indicate cause and effect.

- ▶ 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 College Application Essay narrative model (refer to Lesson 2). Example 2 is modified from paragraph 5 of the College Application Essay narrative model.

- **Example 1:** If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.
- **Example 2:** A shared passion for shoes creates an instant connection with people I meet. It can be a suburban shopping mall. It can be a trendy neon-lit Los Angeles sneaker store. I have learned that shoes are not a fashion statement or a status symbol. Shoes enable a child to make an arduous trek to school. Shoes enable a child to surmount a potential education barrier. I learned about In Ian's Boots. I knew I found a way to unite my shoe passion with my mission to contribute positively to the

world around me. In Ian's Boots was founded by the grieving parents of a fellow soccer goalie killed in a sledding accident. In Ian's Boots collects used shoes for people in need around the world. Doctors found a biblical message in his boots urging "perseverance." This story and message spoke to me. I hosted a drive and collected over 600 pairs of shoes. Shoes have been distributed to Honduras, Ghana, and Haiti.

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 example paragraph is more cohesive. The language is easier to follow and ideas are connected. The paragraph relies on transitional words and phrases like "in fact," "later," "following in my father's footsteps," "and I now," and "but."

Which of these excerpts is less cohesive and why?

- ☞ The second example paragraph is less cohesive. The sentences are choppy and repetitive because there are no transitional words and phrases that help establish any time frame for the narrator's thoughts and actions. Rather, the sentences seem like isolated statements about the narrator, shoes, and charity.
- 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:
 - "in fact"
 - "later"
 - "following in my father's footsteps"
 - "and I now"
 - "but"

How does each transitional word contribute to the cohesion of the paragraph?

🗣️ Student responses may include:

- The phrase “in fact” indicates that there is another detail the narrator wants to share about the importance of shoes in his or her life. The narrator uses this phrase to transition to details about how “a passion for shoes is a family trait.”
- The word “later” indicates that the narrator’s father was a runner and lover of shoes before he became the “CFO of an athletic shoe manufacturer.” The word “later” indicates which event happened first.
- The phrase “following in my father’s footsteps” indicates that something the narrator’s father did before shaped or influenced the narrator in some way. This phrase helps the narrator segue from the father’s success to the narrator’s own “passion for learning about athletic shoes.” It allows readers to see the influence of the narrator’s father and how it has impacted the narrator’s decision for the future.
- The phrase “and I now” indicates that the narrator wants to talk about something happening at present. This is a time transitional phrase that merges the narrator’s backstory with the present and makes it clearer to readers that the narrator’s previous experience informs a current state of mind.
- The word “but” indicates a change in a sentence. In this sentence, “but” is used to transition from the narrator’s “college and career plans” to something the narrator considers to be far more important.

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to sequencing events and creating cohesion in a narrative. Through transitional words and phrases, readers are able to stay engaged with the events of the narrative throughout the piece. Effective use of transitional words and phrases improves the flow of a story and is important for clarifying time and place.

Transitions Handout

Name:		Class:		Date:	
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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)	Place (to show where)
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	above adjacent to below beyond here nearby opposite to there

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