

## USING TRANSITIONS

Thursday, December 20, 2018 READ Method for AIR Preparation (Standardized Test Preparation Thursday Program)

### COMPOSING FULLY-DEVELOPED BODY PARAGRAPHS WITH TRANSITION WORDS AND PHRASES

-Begin by reviewing the transition word lists included in the other two lessons from December. Both were included in last week's lesson ([December 13](#)), and can be printed out/shared digitally from here: [TRANSITION LISTS \(PDF, GOOGLE DOC\)](#). Have a quick discussion about how transitions help clarify relationships and that is why they are grouped into their respective lists.

-Next, hand out the [USING TRANSITIONS ACTIVITY](#) and ask the students to do a close read of the article, "Why There's No Place Like Home for the Holidays," included on pages 1-3. Remind them to mark up the text/annotate using the [Close Reading Unlocking Prose](#) guide from the ELA 6-12 Webpage that they used in lessons from prior months.

-Because it is so close to Winter Break, consider playing some festive music while the students do today's writing. The instructions are on page 4 of the [USING TRANSITIONS ACTIVITY](#). They will be crafting a fully-developed body paragraph, being sure to include all items required by the ODE rubric and using plenty of transition words and phrases to clarify relationships. If needed, review each of the following:

- **Body Paragraph Needs for Informational/Explanatory Essays from [Writing Guide for AIR Tests based on Rubrics](#)**

- Contains a Main Idea/Makes a Point/Has a Topic Sentence that Supports/Answers the Task in the Prompt
- Elaborates on the Main Idea/Point/Topic Sentence (definitions, quotations, examples, details, sources, facts, etc.) to Explain, Clarify, and Extend Ideas Presented
- Cites and Integrates Thorough and Relevant Evidence from the Passages (not just one passage)
- Transitions Clarify the Relationships among Ideas, Elaboration, & Evidence; and Connect Body Paragraph to the Thesis in the Introduction
- Follows the Logical Progression Set-Up in the Introduction
- Maintains a Style Appropriate for a Formal Essay by Using Precise Academic and English-Specific Language
- Shows Command of MUGS -Maintains Objective Tone
- Uses Varied Sentence Structures

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

P (Point) [one or two sentences]

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

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

P-This is the topic sentence of the paragraph; it gives the point to be supported by evidence and elaboration. It must be a point that supports the thesis of the essay. It can be one or two sentences.

IECE-This sentence explains or elaborates on the point/topic sentence and includes textual evidence/citations

IECE-These sentences elaborate more on the point/topic sentence and gives more textual evidence/citations.

IECE-This sentence elaborates more on the point/topic sentence and gives more textual evidence/citations.

T-This sentence/these sentences act(s) as a transition to the final idea/sentence which is going to tie the point of the paragraph to the thesis of the essay and may give more textual evidence/citations.