



Student Tasks:

- Read samples of writing
- Evaluate the coherence and effectiveness of transitions
- Provide suggestions for revision by adding transitions and linking words

Online ThinkCERCA Resources

- Close Reading & Writing Lessons
- Writing Benchmarks

Transitions

Improve coherence by adding transitions and linking phrases to writing

Suggested Time: 30 minutes

Rationale/Research Base

Allowing students to evaluate the writing of others, specifically coherence, gives them exposure to varying levels of proficiency in writing they do not get by analyzing only professional texts. When they go through the act of evaluating coherence in other writing and providing appropriate feedback, they can then transfer that learning to their own writing.

Optimal Application Notes:

Students will need multiple student samples to evaluate. You can utilize benchmark writing students have already done or select from provided samples from [grades 3-8](#) or [grades 9-12](#) here. For this activity, it's best that students receive only the writing and not the rubric category scores as that could distract from their evaluation.

Before:

- If students have not had explicit instruction on transitions and linking words or phrases, begin with the Direct Instruction and/or Skills lessons on Transitions and Linking words for the associated grade level.
- Display and explain the steps and objectives of the Transitions activity.

During:

- Students work independently to read each sample then determine where coherence can be improved by adding transitional phrases or linking words.
- Circulate the room to monitor student work and provide feedback.
- If students finish evaluating their samples at different times, consider giving them other samples to evaluate.

After:

- Lead students through a discussion on the revisions they made, where transitions were most often needed, which transitions or linking words they used most often, etc.
- Consider providing the rubric scores for the samples they evaluated so students can compare their feedback with the actual scores.

Scaffolds & Supports:

- Consider allowing students struggling with writing to work in heterogeneous pairs.

Transitions

Instructions: Follow the steps below to read each student sample and evaluate the overall coherence. Provide suggestions to improve the writing by adding transitions or linking words.

Review:

- Review what you know about transitions and linking words and how they impact the overall coherence of writing.
- Review the reading passage/s associated with your student samples if necessary.

Guidelines for Vocabulary Telephone:

- **Prepare Materials:** Make sure you have the correct number of samples you are supposed to evaluate and that each sample is different. Use other resources such as any notes you have on transitions or linking words.
- **Begin:** Read your first student sample. After reading, look for areas where transitions or linking words can be added to improve the overall message or coherence. Add the suggestions directly to the student sample.
- **Repeat:** Repeat the process above for each of the student samples your teacher provided.
- **Reflect and Discuss:** After the you finish, he revisions they made, where transitions were most often needed, which transitions or linking words they used most often, etc.

Extension Activity (Optional):

- Consider looking at the actual rubric scores for the samples you evaluated so you can compare your feedback with the actual scores.