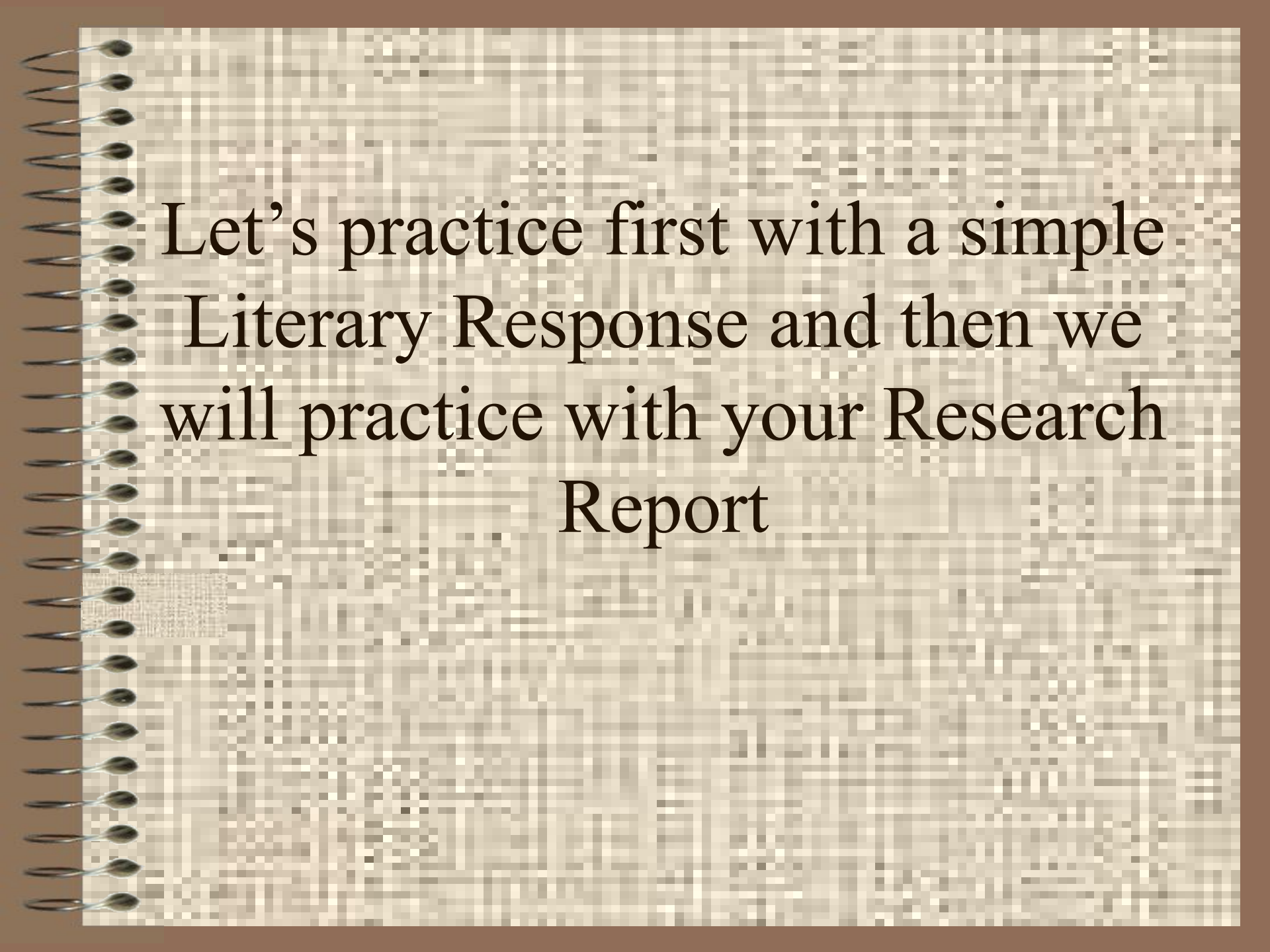


A spiral-bound notebook with a light-colored, textured cover and a silver metal spiral binding on the left side. The notebook is open to a page with a light beige background. The text is centered on the page.

Mon., Feb. 27, 2017

Jane Schaffer Writing Strategy

How to Use Transitional Words and
Phrases to Write an Effective
Paragraph

A spiral-bound notebook with a light-colored, textured cover and a silver metal spiral binding on the left side. The notebook is open to a page with a light beige background. The text is centered on the page in a black, serif font.

Let's practice first with a simple
Literary Response and then we
will practice with your Research
Report

Get Ready to Color Your World!

How to Write an Effective Paragraph

- When we write, we will use blue, red, purple and green font colors.

–**BLUE** is for Topic Sentences (**TS**)
and Concluding Sentences (**CS**).

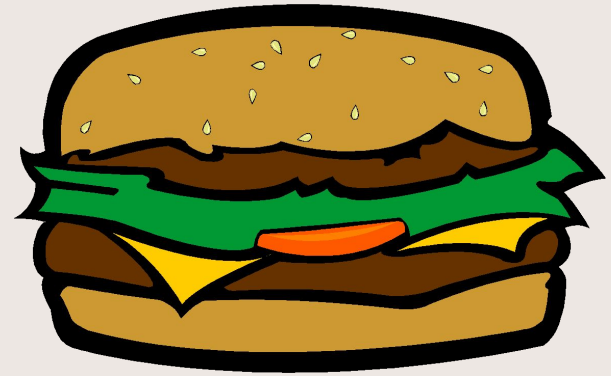
–**RED** is for Concrete Details (**CD**).

–**GREEN** is for Commentary Sentences
(**CM**).

–**PURPLE** is for transitional word/phrase

Step 1: TOPIC SENTENCE

- A Topic Sentence (TS) is the top bun of a hamburger.

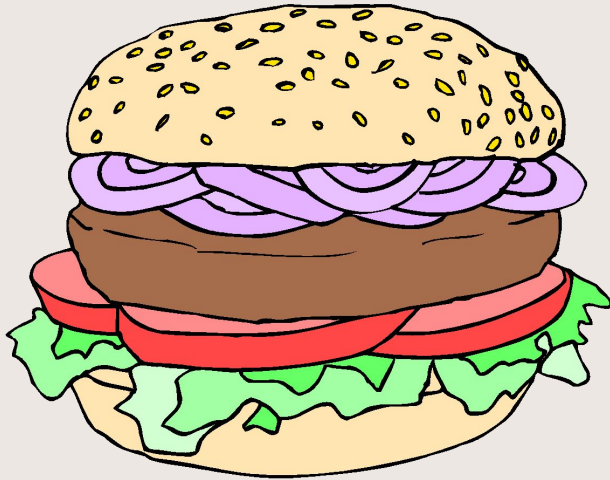


- TS = first sentence of the paragraph. It shows the main idea.
- Usually a mildly controversial statement--something that you have to prove. It can be as brief as 3 words!

Example Topic Sentence (TS)

1) In the fairy tale “The Three Little Pigs,” the third pig is very wise.

Step 2: CONCRETE DETAILS



- Concrete Details (**CD**) are the meat of the hamburger.
- **CD**s = *Support* for your **TS**. (facts, quotes, examples, etc. from text)
- **CD**s can't be argued with—a **CD** is evidence that supports your point!

Example Concrete Detail (CD)

2) For example, remembering his mother's warning about a wolf, he builds his house out of sturdy brick.

Step 3: COMMENTARY

- Commentary Sentences (**CM**) are the “extras” on the hamburger—the tomato, cheese, lettuce, mayo—they make it **delicious!**

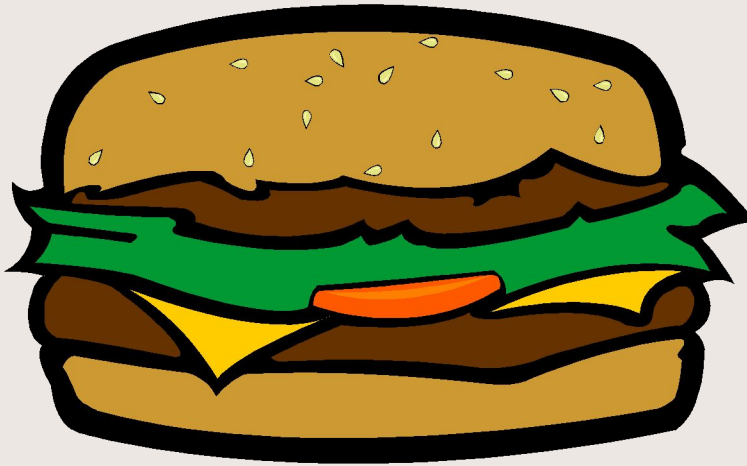


- **CMs** = your analysis, interpretation, explanation, or insight into the text.

Example Commentary Sentences (2 CMs)

3) The wolf is unable to blow down the brick house. 4) This shows that the third pig is smarter than his brothers, who were both eaten by the wolf.

Step 4: CONCLUDING SENTENCE



- A concluding sentence (**CS**) is the bottom bun of the hamburger.
- A **CS** wraps up the paragraph. It rephrases the main idea.

Example Concluding Sentence (CS)

5) In conclusion, the third pig outsmarts not only his brothers but the “big, bad” wolf as well.

TS, CD, CM, CS—Now What?

- **CHUNKING**

A combination of CD_s and CM_s is called a *chunk*.

For every 1 CD, you will have 2 CMs.

One Chunk: 1 CD + 2 CM

For example, remembering his mother's warning about a wolf, he builds his house out of sturdy brick. The wolf is unable to blow down the brick house. This shows that the third pig is smarter than his brothers, who were both eaten by the wolf.

Transitions

- A good paragraph will also use transition words. These are words or phrases that help readers connect your ideas.

• Example
transitions:

For example,

In summary,

Thus,

For instance,

Because of this,

Hence,

Consequently,

As a result,

Therefore,



Does It Flow?



Now you know how to write
a one- chunk paragraph...

LET'S EAT!



Step 6: A Whole Paragraph



In the fairy tale “The Three Little Pigs,” the third pig is very wise. For example, remembering his mother’s warning about a wolf, he builds his house out of sturdy brick. The wolf is unable to blow down the brick house. This illustrates that the third pig is smarter than his brothers, who were both eaten by the wolf. In conclusion, the third pig outsmarts not only his brothers but the “big, bad” wolf as well.

Partner Practice

Now, let's look at your research report and revise the data analysis section

Open your Research Report Google Doc and share it with your elbow partner.

Work in partners to revise each other's analysis paragraphs.

Use the Jane Schaffer format and make sure you use a transitional word or phrase.

Example

Analysis

After the experiment was conducted, there were some similarities that were found. For instance, the flies are homozygous meaning both pair of their genes are the same. Thus, the yellow body flies have yellow body and wild wing genetics and curly wing has curly wing and wild type genetics. The flies were likely to make and produce offspring with any other fly. The parent flies were correctly identified as five yellow body and five curly wing.

Independent Practice

Now, unshare your document with your elbow partner

Write or revise your conclusion paragraph

Use the Jane Schaffer format and make sure you use a transitional word or phrase.

Example

This experiment examined the characteristic traits of fruit flies. As a result, the body hypothesis was incorrect while the wing hypothesis was correct. The body hypothesis was the opposite because the yellow body gene was more dominant than the wild body gene. The wing hypothesis was right because the wild wing gene was more dominant than the curly wing gene. It is important to continue to do research on fruit flies because their genetics can give a lot of information about humans.

Exit Slip

1. Go back to our Google Classroom
2. Click on Exit Slip
3. Answer the post

Homework

Continue to revise your reports and we will check over your reference pages tomorrow or if you are ready for me to check your reference page raise up your hand.