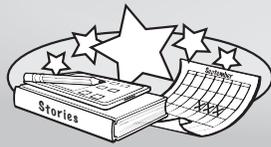




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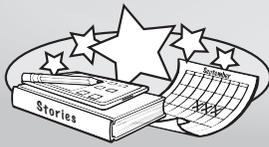
Common Core Standards



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Grade 3 Writing	
Text Types and Purposes	
Standard 3: W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
Production and Distribution of Writing	
Standard 5: W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Range of Writing	
Standard 10: W.3.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Grade 3 Language	
Vocabulary Acquisition and Use	
Standard 5: L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Grade 4 Writing	
Text Types and Purposes	
Standard 3: W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing	
Standard 5: W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Range of Writing	
Standard 10: W.4.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Grade 4 Language	
Vocabulary Acquisition and Use	
Standard 5: L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Connect Beginning Ideas

Writers use transitional words or phrases to connect ideas. *First of all, in the beginning,* and *now* are examples of transitions that can be used to begin a new paragraph. In the following example, notice how the ideas in the opening paragraph flow into the next one because of transitional words and phrases.

Example

What made me think that I could bake a cake? Baking a cake was a bad idea. It looks like it was run over by a truck. No one will ever want to eat this disgusting looking thing.

***First of all,** I left out the baking powder. I could tell the minute I saw it. The cake came out of the oven as flat as a pancake . . .*

Beginning Transitional Words and Phrases

first	to start with	now	originally
first of all	to begin with	once	for one thing
at first	in the beginning	initially	before
in the first place	immediately	one time	at present

Whole Group Let's start each of the following sentences with a transitional word or phrase from the above list. The transition must make sense with the rest of the sentence.

- _____ , we had planned to go to the beach, but it rained.
- _____ , having a class pet seemed like a good idea, until we had to clean the cage.
- _____ , you need to have all the supplies necessary to decorate an aquarium.
- _____ , I only have one dog, but I am planning on getting another dog for my birthday.

Independently Write a transitional word or phrase from the list above to begin each sentence. The transition must make sense with the rest of the sentence.

- _____ , Angelina wrote a play that she also performed in front of the class.
- _____ , everything seemed easy, until I discovered a big problem with the assignment.
- _____ , making the graph showed me how much junk food the class ate in one day.

Whole Group Share one of the sentences with the class.



Connect Beginning Ideas

Transitional words are used at the beginning of the second paragraph to connect the opening paragraph to the events that follow. A writer can use transitional words and phrases at the beginning of a paragraph to make ideas flow from one paragraph to the next.

Beginning Transitional Words and Phrases

first	to start with	now	originally
first of all	to begin with	once	for one thing
at first	in the beginning	initially	before
in the first place	immediately	one time	at present

Whole Group As a group, we will write using transitional words and phrases.

A. Let's read the following paragraphs.

"Mom, get this kid away from me!" screamed Megan. She had a million things to do before the party, and her little brother would not stop bothering her. She was really getting nervous. Megan didn't think she would ever be ready.

_____, Megan had to finish putting up all the decorations . . .

B. The beginning sentence of the second paragraph is missing a transitional word or phrase. As a group, list transitional words or phrases that could fill in the blank.

- _____
- _____
- _____
- _____

C. Think about the transitions. Vote for your favorite transitional word or phrase.

The winning number is _____ !

D. Next, let's make a list of events to include in the second paragraph. The events should be written in the order they will appear in the paragraph.

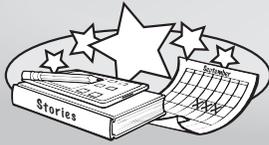
- _____
- _____
- _____
- _____

E. Now, we'll complete the second paragraph. First, fill in the blank with the winning transition. Then include the events above to complete the paragraph

_____, Megan had to finish putting up all the decorations.

Check Your Work

Does the transition make the ideas flow from one paragraph to the next?



Connect Beginning Ideas

Transitional words and phrases are used at the beginning of the second paragraph to connect the opening paragraph to the events that follow. Transitions show the sequence in a story, enabling the reader to follow and make sense of the events. The ideas will move along in a logical order when you use transitional words and phrases.

Transitional Words and Phrases that Show Sequence

first	soon	in closing
first of all	next	in the end
in the beginning	after that	in conclusion
to start with	at last	finally

Partners In pairs, use transitional words and phrases to show sequence.

- A.** Each set of sentences below is in the wrong sequence. With a partner, number the sentences from 1 to 3 to put them into the correct order. Then choose a transitional word or phrase from each list to indicate the sequence.

Order

Transitions

- _____ _____ , the boy was riding his bike.
- _____ _____ , he went home, and his mom bandaged his knee.
- _____ _____ , he fell off his bike and hurt his knee.
- _____ _____ , he was nervous that he would make a mistake.
- _____ _____ , the audience loved Kyle's performance.
- _____ _____ , Kyle practiced every day for his recital.

- B.** Now write a paragraph using transitional words and phrases that shows sequence. Your paragraph should include the three steps needed to make a sandwich. Remember to include three transitional words or phrases.

Check Your Work

Does the paragraph include transitional words to sequence the story?

Whole Group Share your paragraph with the class.



Connect Beginning Ideas

Writers use transitional words and phrases at the beginning of a paragraph to make ideas flow from one paragraph to the next. Transitional words and phrases are used at the beginning of the second paragraph to connect the opening paragraph to the events that follow.

Beginning Transitional Words and Phrases

first	to start with	now	originally
first of all	to begin with	once	for one thing
at first	in the beginning	initially	before

Independently Use a beginning transition in a second paragraph.

A. Read the opening paragraph.

"I'll never get this room clean," sighed Samantha to herself. Samantha had promised her mother that her bedroom would be clean and neat before she left for her soccer game. As she looked around the room and saw the big piles of her things, Samantha knew she had to work fast in order to keep her promise.

B. Use the beginning transitional words and phrases below to complete possible beginning sentences for the second paragraph. The sentences should make sense with the opening paragraph about Samantha's room.

1. First, _____

2. To begin with, _____

C. Select one of the above sentences to begin the second paragraph of the story.

D. Make a list of events to include in the paragraph. The events should be written in the order they will appear in the paragraph.

1. _____ 3. _____

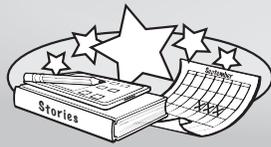
2. _____ 4. _____

E. Write the second paragraph with the sentence you selected and the events you listed. Make sure this paragraph flows smoothly from the opening paragraph.

Check Your Work

Does your story flow from one paragraph to the next?

Whole Group Share your transition sentence with the class.



Connect Beginning Ideas

Transitional words and phrases are used at the beginning of the second paragraph to connect the opening paragraph to the events that follow. Transitions show the sequence in a story, enabling the reader to follow and make sense of the events.

Beginning Transitional Words and Phrases			
first	to start with	now	originally
first of all	to begin with	once	for one thing
at first	in the beginning	initially	before

Independently Write a second paragraph with a transition.

A. Read the opening paragraph. Then think about what could happen next.

Bam! Brandon threw his textbooks on the table. In class that day, his teacher had assigned a five-page, typed report. The worst part about the whole thing was that it was due the following Friday.

B. Choose a transitional word or phrase to begin the next paragraph and write it here. Use the list of beginning transitional words to help you.

D. Make a list of events to include in the paragraph. The events should be written in the order they will appear in the paragraph.

1. _____ 3. _____

2. _____ 4. _____

E. Write the second paragraph beginning with the sentence that you chose and the events you listed.

Check Your Work
Are your ideas flowing from one paragraph to the next?

Whole Group Share your transition sentence with the class.