

Grade 6 Playlist: Using Transitions

Aligns with *CCSS.ELA-LITERACY.W.6.2.C*:

- Use appropriate transitions to clarify the relationships among ideas and concepts.

Welcome

Consider these two sentences. “Stephanie did not make the honor roll. She won a ribbon in the school science fair.” What do these two facts have in common, and why would they be mentioned in the same thought? Now, consider the following sentence: “Stephanie did not make the honor roll even though she won a ribbon in the school science fair.” This sentence indicates that the fact that she won a science fair ribbon but did not make the honor roll is surprising, as if most students who win awards in the fair are honor roll students also.

Next, consider this sentence: “Stephanie did not make the honor roll because she won a ribbon in the school science fair.” The use of *because* instead of *even though* suggests a completely different relationship between these two facts. Perhaps Stephanie was so consumed with her science fair project that she was unable to focus her attention on her other school subjects. See what a difference a transition makes?

Watch!

Watch this video for a refresher course on transitions and how they are used to establish relationships between ideas and concepts.

<https://www.youtube.com/watch?v=qvsogMxB1dc>

Objectives

In this playlist, students will learn how to:

- use appropriate transitions to clarify the relationships among ideas and concepts.

Review

Key Terms

- **Transitions** are words, phrases, and clauses that are used to connect ideas and concepts.

Transitions can be used to illustrate many types of relationships. Listed in the table below are a few of the most commonly used transitions.



Type of Relationship	Common Transitions	Usage
time order	After... Meanwhile... Then...	“David ordered a roast beef sandwich and ate it quickly. <u>Meanwhile</u> , Sarah decided to skip lunch and take a quick bike ride.”
location	Above... In the distance... Nearby...	“We sat on the pier near the beach house eating popsicles. <u>In the distance</u> , a fireworks show was taking place.”
compare/contrast	However... In the same way... On the other hand...	“Toads and frogs often look very much alike. <u>However</u> , frogs have different skin and must spend more time in the water than toads.”
example	For instance... Specifically... To demonstrate...	“Some countries are small in area but large in population. <u>For instance</u> , India has less land area than the United States but over a billion people.”
cause and effect	As a result... For this reason... Therefore...	“Mr. Conway lost about twenty pounds after he started exercising. <u>Therefore</u> , all of his pants are too big in the waist.”

Read!

This webpage includes a list of transitions and the relationships they describe.

http://www.uni-klu.ac.at/hlg/sber/downloads/linking_words.pdf

Exploring the Standard**A Closer Look: Clarifying Relationships**

The relationships between ideas and concepts in a text should be made as clear as possible to the reader. One way to make unclear relationships easier to understand is to use transitions, which can take the form of individual words (*because, however*), short phrases (*in conclusion, for example*) or entire clauses (*by putting it a different way, to speak with a voice of great experience*).

Consider the following example. See how the author of this example grouped similar ideas into a single category (steps in making a paper airplane) and then used transitions to demonstrate how the ideas are similar.

