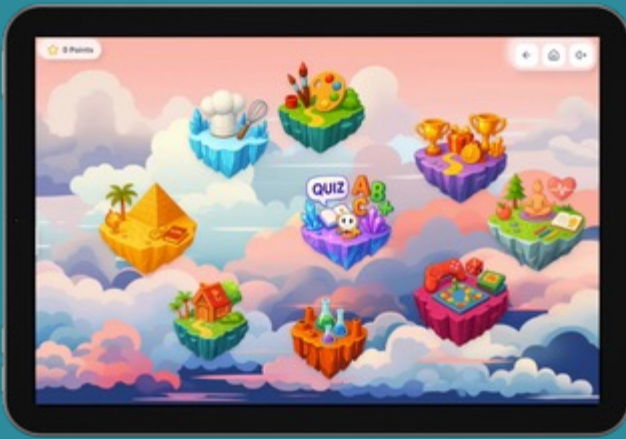


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Cohesive Language & Text Connectives Year 4

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Cohesive Devices

at a Glance

Cohesive devices help a text flow so readers can follow the ideas.



Determiners

Words before nouns that give more information.

Examples: the, this, several, my, those



Pronouns

Words that replace or point back to nouns.

Examples: she, they, it, ours, who



Text Connectives

Words and phrases that link ideas.

Examples: because, however, first, therefore



Try it: The students packed their bags **before** they left.

Cohesion Quest

Roll a die. Move along the path. Read the space and answer aloud. If your partner agrees, stay there.

START

1

determiner:
the

2

pronoun:
they

3

connective:
because

4

choose a
pronoun

5

choose a
determiner

6

connective:
however

7

move
ahead 2

8

miss
a turn

9

pronoun:
it

10

determiner:
those

11

connective:
first

12

fix
repetition

13

connective:
therefore

14

pronoun:
ours

15

determiner:
several

16

use in a
sentence

17

connective:
although

18

pronoun:
who

19

determiner:
my

20

swap
places

21

connective:
next

22

find the
noun link

23

determine
the noun

24

make it
cohesive

FINISH



TEXT CONNECTIVE CARD SORT

Sort each connective by how it helps ideas connect.



1. TIME / SEQUENCE

connectives show
order or time



2. CAUSE / REASON

connectives show why
something happens



3. CONTRAST / ADDITION

connectives compare,
contrast or add ideas

first

next

then

after that

finally

meanwhile

because

therefore

as a result

since

for this reason

however

although

but

also

in addition

on the
other hand



Cut out the cards. Sort them onto a mat. Then use five cards in your own sentences.

Name: _____

Date: _____



DETERMINER DETECTIVE



Determiners are words before nouns that give more information.

Examples: the, this, those, several, my, each

A. Choose the best determiner.

Write a determiner from the word bank in each sentence.



the

this

those

several

my

each

- _____ bridge looked old and narrow.
- _____ books belong on the top shelf.
- _____ friend packed a healthy lunch.
- _____ students joined the reading group.
- _____ pencil is sharp enough to use.
- _____ page needs a clear heading.

B. Find the determiner.

Circle the determiner in each sentence. Draw an arrow to the noun it belongs with.



- The teacher opened the classroom door.
- These shells came from the beach.
- Our team shared several ideas.
- Every paragraph needs a topic sentence.

C. Write your own.

Write two sentences that use determiners to make the nouns clearer.



- Use this determiner: those

- Use this determiner: my

Name: **ANSWERS**

Date: _____



DETERMINER DETECTIVE



Determiners are words before nouns that give more information.

Examples: the, this, those, several, my, each

A. Choose the best determiner.

Write a determiner from the word bank in each sentence.

**the****this****those****several****my****each**

1. **the** bridge looked old and narrow.
2. **those** books belong on the top shelf.
3. **my** friend packed a healthy lunch.
4. **several** students joined the reading group.
5. **this** pencil is sharp enough to use.
6. **each** page needs a clear heading.

B. Find the determiner.

Circle the determiner in each sentence. Draw an arrow to the noun it belongs with.



7. **The** teacher opened the classroom door.
8. **These** shells came from the beach.
9. **Our** team shared **several** ideas.
10. **Every** paragraph needs a topic sentence.

C. Write your own.

Write two sentences that use determiners to make the nouns clearer.



11. Use this determiner: those
Those clouds look heavy and grey.
12. Use this determiner: my
My paragraph uses clear details.

Name: _____

Date: _____



PRONOUN LINKS



Pronouns can replace nouns or point back to noun groups. They help writing avoid too much repetition.

Examples: she, they, it, her, them, ours, who

A. Match the link.

Draw a line from each pronoun to the noun or noun group it refers to.

1. Mia packed her bag before the bell rang.

•

the pencils

•

2. The magpie opened its wings.

•

Arun and Leo

•

3. Arun and Leo said they were ready.

•

the magpie

•

4. The pencils fell because they rolled off the desk.

•

Mia

•

B. Repair the repetition.

Rewrite each pair of sentences. Replace repeated nouns with pronouns where it makes sense.

5. Lila found Lila's notebook. Lila put the notebook in Lila's bag.

6. The students checked the posters. The students fixed the posters before assembly.

C. Use pronouns clearly.

Write three connected sentences about a class garden. Use at least three pronouns and make sure each pronoun is clear.



Name: **ANSWERS**

Date: _____



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Examples: she, they, it, her, them, ours, who

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Draw a line from each pronoun to the noun or noun group it refers to.

1. Mia packed her bag before the bell rang. - **Mia**

the pencils

2. The magpie opened its wings. - **the magpie**

Arun and Leo

3. Arun and Leo said they were ready. - **Arun and Leo**

the magpie

4. The pencils fell because they rolled off the desk. - **the pencils**

Mia

B. Repair the repetition.

Rewrite each pair of sentences. Replace repeated nouns with pronouns where it makes sense.

5. Lila found Lila's notebook. Lila put the notebook in Lila's bag.

Lila found her notebook. She put it in her bag.

6. The students checked the posters. The students fixed the posters before assembly.

The students checked the posters. They fixed them before assembly.

C. Use pronouns clearly.

Write three connected sentences about a class garden. Use at least three pronouns and make sure each pronoun is clear.



Our class planted seedlings in the garden.

We watered them each morning.

They grew quickly in the sun.

Name: _____

Date: _____



TEXT CONNECTIVE BUILDER



Text connectives link ideas between words, sentences and paragraphs. They can show time, cause, contrast, addition or examples.

Examples: first, because, however, also, for example

A. Choose a connective.

Write the best connective from the word bank in each sentence.



because

however

first

also

therefore

for example

1. We packed our bags _____ the bus was leaving soon.
2. The path was muddy. _____, we walked carefully.
3. _____, place the seed in the soil.
4. Many animals are nocturnal, _____ possums and bats.
5. The team practised every day. _____, their passing improved.
6. I enjoy reading mysteries. I _____ like adventure stories.

B. Explain the job.

Write what each connective shows: time, cause, contrast, addition or example.



7. because: _____
8. however: _____
9. also: _____
10. for example: _____

C. Build a connected paragraph.

Rewrite the ideas as one connected paragraph. Use at least three connectives.

Ideas:

- We visited the wetlands.
- We saw ducks and frogs.
- The boardwalk was slippery.
- We moved slowly.
- We wrote notes for our science report.

Name: **ANSWERS**

Date: _____



TEXT CONNECTIVE BUILDER



Text connectives link ideas between words, sentences and paragraphs. They can show time, cause, contrast, addition or examples.

Examples: first, because, however, also, for example

A. Choose a connective.

Write the best connective from the word bank in each sentence.



because

however

first

also

therefore

for example

1. We packed our bags **because** the bus was leaving soon.
2. The path was muddy. **however**, we walked carefully.
3. **First**, place the seed in the soil.
4. Many animals are nocturnal, **for example** possums and bats.
5. The team practised every day. **Therefore**, their passing improved.
6. I enjoy reading mysteries. I **also** like adventure stories.

B. Explain the job.

Write what each connective shows: time, cause, contrast, addition or example.



7. because: **cause**
8. however: **contrast**
9. also: **addition**
10. for example: **example**

C. Build a connected paragraph.

Rewrite the ideas as one connected paragraph. Use at least three connectives.

Ideas:

- We visited the wetlands.
- We saw ducks and frogs.
- The boardwalk was slippery.
- We moved slowly.
- We wrote notes for our science report.

First, we visited the wetlands and saw ducks and frogs. However, the boardwalk was slippery, so we moved slowly. After that, we wrote notes for our science report.

Name: _____

Date: _____



REPAIR THE REPETITION



Good writers use cohesive language so ideas connect smoothly.
Try pronouns, determiners and text connectives to avoid clunky repetition.

A. Read the clunky paragraph.

The students built a model bridge. The students tested the model bridge. The model bridge was too weak. The students added more straws to the model bridge. The model bridge held the blocks. The students were proud.

B. Plan your repairs.

Choose words that could make the paragraph more cohesive.

Pronouns	Determiners	Text connectives
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Rewrite the paragraph.

Rewrite the paragraph so it flows better. Use at least one pronoun, one determiner and two text connectives.

D. Check your cohesion.

- ☐ I avoided unnecessary repetition.
- ☐ I used a pronoun clearly.
- ☐ I used a determiner before a noun.
- ☐ I used connectives to link ideas.



Name: **ANSWERS**

Date: _____



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B. Plan your repairs.

Choose words that could make the paragraph more cohesive.

Pronouns	Determiners	Text connectives
<u>they</u>	<u>the</u>	<u>First</u>
<u>it</u>	<u>this</u>	<u>After that</u>
<u>their</u>	<u>more</u>	<u>Finally</u>

C. Rewrite the paragraph.

Rewrite the paragraph so it flows better. Use at least one pronoun, one determiner and two text connectives.

First, the students built a model bridge and tested it. However, it was too weak, so they added more straws. Finally, their bridge held the blocks, and the students were proud.

D. Check your cohesion.

- ☒ I avoided unnecessary repetition.
- ☒ I used a pronoun clearly.
- ☒ I used a determiner before a noun.
- ☒ I used connectives to link ideas.



Name: _____

Date: _____



PERSUASIVE COHESION PLANNER



Cohesive language helps a persuasive text sound organised and convincing.
Use determiners, pronouns and connectives to guide your reader.



Topic: Should every class have a weekly outdoor learning lesson?

Position: I think _____
because _____

Paragraph part	Main idea	Cohesive language I could use
Opening opinion	_____	I think, this, because
Reason 1	_____	first, one reason, it
Reason 2	_____	also, another, they
Conclusion	_____	therefore, for this reason, my

B. Write your persuasive paragraph.

Use your plan to write one cohesive paragraph. Include at least four connectives and two pronouns.

C. Highlight your links.

Underline one determiner, circle two pronouns, and put a box around three text connectives.



Name: **ANSWERS**

Date: _____



PERSUASIVE COHESION PLANNER



Cohesive language helps a persuasive text sound organised and convincing.
Use determiners, pronouns and connectives to guide your reader.



Topic: Should every class have a weekly outdoor learning lesson?

Position: I think every class should have a weekly outdoor learning lesson because it helps students learn actively.

Paragraph part	Main idea	Cohesive language I could use
Opening opinion	<u>outdoor learning is valuable</u>	I think, this, because
Reason 1	<u>fresh air helps focus</u>	first, one reason, it
Reason 2	<u>students learn from real examples</u>	also, another, they
Conclusion	<u>schools should include it each week</u>	therefore, for this reason, my

B. Write your persuasive paragraph.

Use your plan to write one cohesive paragraph. Include at least four connectives and two pronouns.

I think every class should have a weekly outdoor learning lesson

because it helps students learn actively. First, this lesson gives

students fresh air, and it can help them focus. Also, they

can see real examples, such as plants, weather and habitats.

Therefore, my view is that outdoor learning should happen

every week.

C. Highlight your links.

Underline one determiner, circle two pronouns, and put a box around three text connectives.



Name: _____

Date: _____



COHESIVE LANGUAGE CHECK-IN

Year 4 English Assessment - AC9E4LA04



Show how cohesive language helps a text flow. Use determiners, pronouns and text connectives clearly.

A. Identify the cohesive device.

Circle the cohesive device in each sentence. Write **D** for determiner, **P** for pronoun, or **C** for connective.

1. These birds build nests near the river. _____
2. The class was noisy, so the teacher paused. _____
3. Ava found her hat under the desk. _____
4. However, the second plan worked better. _____
5. Several groups shared their results. _____

B. Complete the sentences.

Add a cohesive word or phrase that makes sense.

6. I cleaned my desk _____ it was covered in paper.
7. _____, we read the instructions carefully.
8. Noah forgot his ruler, so I lent _____ mine.
9. _____ plants need sunlight and water.

C. Improve the text.

Rewrite the short text so it flows better. Use at least one determiner, one pronoun and two text connectives.

The class made posters. The class displayed the posters. The posters explained recycling. The posters helped younger students.



Teacher note: Evidence of clear cohesion, accurate device use and connected ideas.

Name: **ANSWERS**

Date: _____



COHESIVE LANGUAGE CHECK-IN

Year 4 English Assessment - AC9E4LA04



Show how cohesive language helps a text flow. Use determiners, pronouns and text connectives clearly.

A. Identify the cohesive device.

Circle the cohesive device in each sentence. Write **D** for determiner, **P** for pronoun, or **C** for connective.

1. **These** birds build nests near the river. **D**
2. The class was noisy, **so** the teacher paused. **C**
3. Ava found **her** hat under the desk. **P**
4. **However** the second plan worked better. **C**
5. **Several** groups shared **their** results. **D/P**

B. Complete the sentences.

Add a cohesive word or phrase that makes sense.

6. I cleaned my desk **because** it was covered in paper.
7. **First**, we read the instructions carefully.
8. Noah forgot his ruler, so I lent **him** mine.
9. **These** plants need sunlight and water.

C. Improve the text.

Rewrite the short text so it flows better. Use at least one determiner, one pronoun and two text connectives.

The class made posters. The class displayed the posters. The posters explained recycling. The posters helped younger students.

First, the class made several posters about recycling. Then they displayed them near the library. As a result, the posters helped younger students understand how to recycle.



Teacher note: Evidence of clear cohesion, accurate device use and connected ideas.

COHESIVE LANGUAGE & TEXT CONNECTIVES RUBRIC

Year 4 English - AC9E4LA04

Student: _____

Date: _____

Criteria	Beginning	Developing	Achieving	Confident	Exceeding
1. Identifies cohesive devices	Needs help to identify cohesive devices.	Identifies some determiners, pronouns or connectives.	Identifies determiners, pronouns and connectives accurately.	Explains how devices link ideas in sentences.	Explains cohesive choices across sentences and paragraphs.
2. Uses cohesive language	Uses few cohesive words or repeats nouns often.	Uses some pronouns, determiners or connectives.	Uses a range of cohesive devices clearly.	Selects cohesive devices to improve flow.	Controls cohesive devices for precise meaning and effect.
3. Improves text flow	Ideas are hard to follow without support.	Some ideas connect, but flow is uneven.	Ideas are organised and connected across sentences.	Ideas flow smoothly across a paragraph.	Ideas flow smoothly across sentences and paragraphs.
4. Explains choices	Gives limited explanation of choices.	Gives simple explanations with prompting.	Explains how cohesive devices help readers follow ideas.	Uses accurate metalanguage in explanations.	Explains choices using metalanguage and strong examples.

Teacher comments:

Overall judgement:

Beginning

☐

Developing

☐

Achieving

☐

Confident

☐

Exceeding

☐

Preview

Cohesive Language & Text Connectives Year 4





Learning Intention

We are learning how writers use determiners, pronouns and text connectives to make ideas flow clearly across sentences and paragraphs.

Preview





Success Criteria

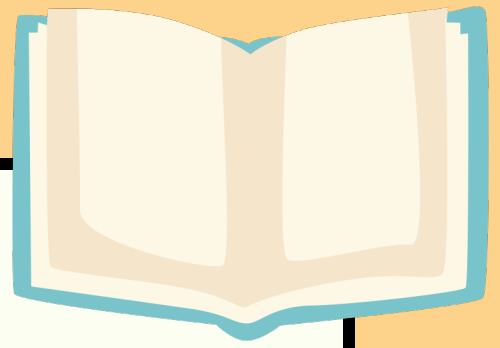
I can identify cohesive devices in sentences.

I can explain how a word links ideas.

I can choose cohesive language to improve my writing.

Preview





Why Cohesion Matters

Cohesive writing feels connected.

Readers can follow who or what is being discussed, how ideas are related, and why each sentence belongs.

Preview



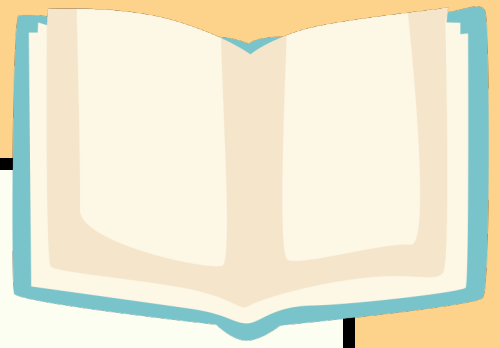


What Are Cohesive Devices?

Cohesive devices are words or phrases that link ideas in a text.
Today we will focus on determiners, pronouns and text connectives.

Preview





Determiners

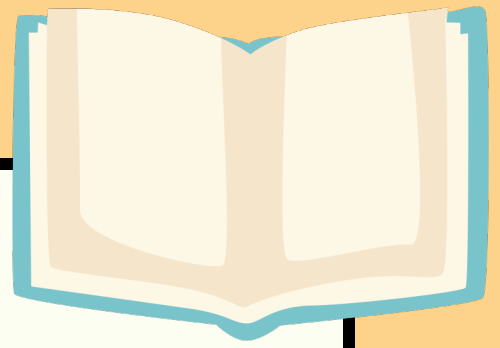
Determiners sit before nouns to add information.

Examples: the, a, this, those, my, several, every.

They help readers know which noun, whose noun or how many.

Preview





Pronouns

Pronouns replace or point back to nouns.

Examples: she, they, it, those, ours, who.

They reduce repetition while keeping meaning clear.

Preview





Text Connectives

Text connectives show how ideas relate.
They can add, sequence, compare, contrast, explain cause or give examples.

Preview





Connective Purposes

Preview

Adding: also, furthermore
Sequencing: first, next, finally
Cause and effect: because, therefore
Contrast: however, although





Sentence Cohesion

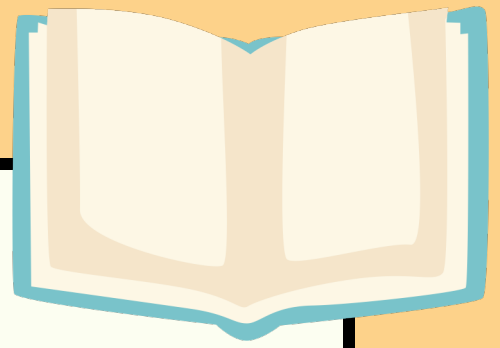
Weak: Mia missed the bus. Mia had to walk.

Improved: Mia missed the bus, so she had to walk.

The pronoun and connective make the ideas clearer.

Preview



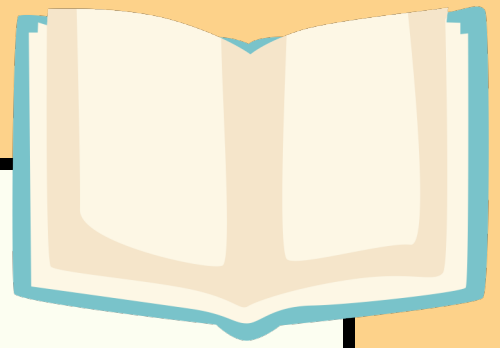


Paragraph Cohesion

A cohesive paragraph avoids repeating the same noun too often.
It uses pronouns carefully and connectives to guide the reader from one idea to the next.

Preview





Class Practice

Find the cohesive devices:

The tired players packed their bags before they walked to the bus because the match had finished

Preview





Writing Challenge

Write three connected sentences about a school event.
Use at least one determiner, one pronoun and one text connective.

Preview





Reflection

Which cohesive device helped your writing most today?
How did it make your ideas easier for a reader to follow?

Preview





Preview



Cohesive Language & Text Connectives Quiz





Question 1

Which cohesive device is used in this sentence?

Mia packed her lunch before she left for school.

- A. before
- B. lunch
- C. school
- D. packed

Preview





Answer 1

A. before

It links the timing of the two ideas.

Preview





Question 2

True or false?

A determiner usually comes before a noun and gives extra information about it.

Preview





Answer 2

True.

Examples include the, this, several, my and those.

Preview





Question 3

Replace the repeated noun with a pronoun.
Noah packed Noah's bag before Noah walked to the gate.

Preview





Answer 3

Noah packed his bag before he walked to the gate.

Preview





Question 4

Identify the determiner in this sentence.

Several students carried the heavy tubs to class.

- A. carried
- B. Several
- C. heavy
- D. class

Preview





Answer 4

B. Several

Preview





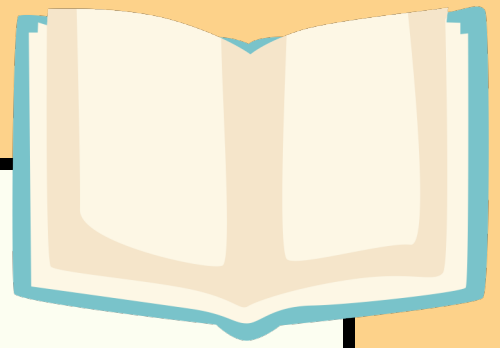
Question 5

True or false?

Pronouns should link clearly to a noun or noun group in the text.

Preview





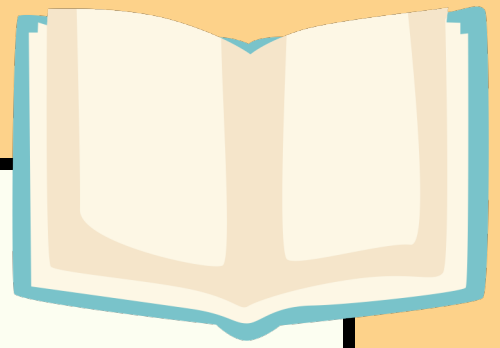
Answer 5

True.

A clear noun that helps the reader know who or what the pronoun means.

Preview



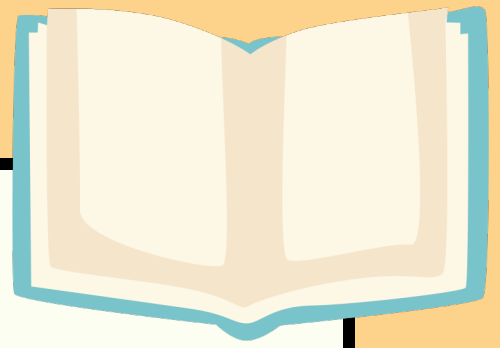


Question 6

What type of cohesive device is therefore?

Preview





Answer 6

Therefore is a text connective.

It usually shows a result or conclusion.

Preview





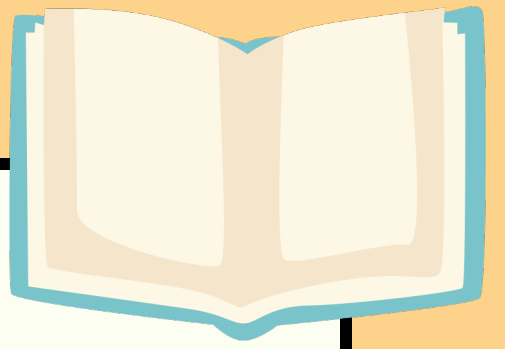
Question 7

Choose the best connective.

Ava practised daily; _____, her violin performance improved.

- A. as a result
- B. however
- C. before
- D. similarly





Answer 7

A. as a result

Preview





Question 8

Identify the pronoun and the noun it links to.

The library opened early. It was full by lunchtime.

Preview





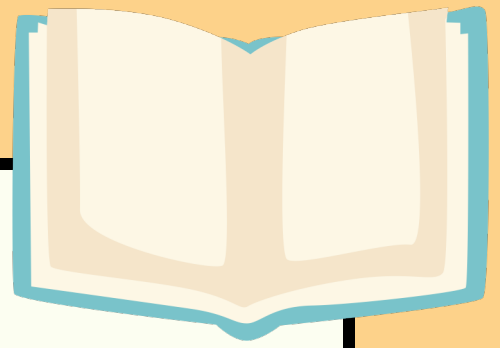
Answer 8

Pronoun: It

Noun link: the library

Preview





Question 9

True or false?

Repeating the same noun in every sentence can make writing sound clunky.

Preview





Answer 9

True.

Co-oh pronouns and connectives can make ideas flow.

Preview





Question 10

Improve these sentences using a pronoun and a connective.

The team lost the map. The team used a compass.

Preview





Answer 10

Sample answer:

The team lost the map, so they used a compass.

Preview





Preview

We're done!

