

# 11.3.3 Lesson 5

## Introduction

In this lesson, students focus on building cohesion and clarity as they continue to draft their research-based argument papers. Students work to improve the effectiveness of their writing by focusing on the use of transitional words and phrases and building strong relationships between evidence, claims, and counterclaims within their papers. In addition, students focus on using syntax to enhance the rhythm and flow of their paragraphs.

Students begin by examining model paragraphs that demonstrate mastery of cohesion and transitional words and phrases. Students then have an opportunity to draft additional body paragraphs to improve their use of transitional words and phrases. Student learning in this lesson is assessed via students' use of transitional words and phrases and varied syntax to craft cohesion and improve impact in two body paragraphs. For homework, students use the Connecting Ideas Handout to annotate one of their sources, paying close attention to the use of words and phrases that link sections of the text together.

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## Standards

Assessed Standard(s)	
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Addressed Standard(s)	
W.11-12.1.c	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Assessment

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**Assessment(s)**

Student learning in this lesson is assessed via students' use of transitional words and phrases and varied syntax to craft cohesion and improve impact in two body paragraphs.

- This assessment will be evaluated using the W.11-12.1.c portion of the 11.3.3 Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Provide adequate and appropriate use of words, phrases, and clauses to link sections of the text and create cohesion (e.g., “Despite this broad definition, many critics consider it inadequate. In order to prevent genocide effectively, the scope of the definition needs to be comprehensive and adopted by all countries. Schabas notes, ‘The definition of genocide set out in article II is a much-reduced version’ of the definition proposed in earlier drafts. For example, the terms ‘ethnic cleansing’ and ‘cultural genocide’ were both excluded from the final wording of the Convention.”).
- Clarify the relationships between reasons and evidence by using transitional words and phrases (e.g., “In addition to sentencing Jean Kambanda to life in prison ‘for genocide and related crimes committed while he was prime minister of Rwanda in 1994,’ the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government” (Edwards; “After Rwanda’s Genocide”).).
- For more examples, see the sample student research paper in 11.3.3 Lesson 12.

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- None.\*

**Vocabulary to teach (may include direct word work and/or questions)**

- None.\*

**Additional vocabulary to support English Language Learners (to provide directly)**

- None.\*

\*Students should use their vocabulary journals to incorporate domain-specific vocabulary from 11.3.2 into their research-based argument papers, as well as to record process-oriented vocabulary defined in the lesson.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards:</b> <ul style="list-style-type: none"> <li>Standards: W.11-12.4, W.11-12.1.c, L.11-12.1</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Building Clear Sentences</li> <li>4. Crafting Cohesion in Argument Writing</li> <li>5. Drafting and Assessment</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 10%</li> <li>2. 10%</li> <li>3. 20%</li> <li>4. 20%</li> <li>5. 35%</li> <li>6. 5%</li> </ol>

## Materials

- Student copies of the 11.3 Common Core Learning Standards Tool (refer to 11.3.1 Lesson 2)
- Copies of the Connecting Ideas Handout for each student
- Student copies of the 11.3.3 Rubric and Checklist (refer to 11.3.3 Lesson 3)
- Students copies of the MLA Citation Handout (refer to 11.3.3 Lesson 3)

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## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

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## Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. Explain to students that in this lesson, they focus on improving their papers by deepening their understanding of how words and phrases can link together and reinforce the relationships between evidence, claims, and counterclaims within their papers. Students first participate in a class discussion about the use of transitional words and phrases. Students then have an opportunity to draft additional body paragraphs with attention to their use of transitional words and phrases.

- Students look at the agenda.

Instruct students to take out their copies of the 11.3 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with a new standard: W.11-12.1.c. This standard is part of the 11.3.3 Rubric and Checklist. Instruct students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- Students read and assess their familiarity with standard W.11-12.1.c.

Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
  - Use words and phrases to connect sections of an essay.
  - Use words and phrases to make sure ideas flow together.
  - Use words and phrases to show the relationships between claims and reasons, reasons and evidence, and claims and counterclaims.

Explain to students that this lesson focuses on creating cohesion as students draft their research-based argument paper.

## Activity 2: Homework Accountability

10%

Instruct students to take out their responses to 11.3.3 Lesson 4's homework assignment. (Draft the first body paragraph of your research-based argument paper. Be sure to clearly articulate the relevant information about your first supporting claim (as detailed in your Outline Tool) and include properly formatted in-text citations when referencing evidence.)

Place students in pairs and instruct them to briefly look over one another's citations and supporting claims in the paragraphs they drafted for homework. Students should provide both positive and constructive feedback where appropriate and highlight any errors in citation. Students should reference the MLA Citation Handout they received in 11.3.3 Lesson 4, comparing their peers' work to the examples in the handout.

- Students work in pairs to look over each other's paragraphs they drafted for homework, and provide feedback on the supporting claims and citation.
- Student responses vary by individual research but may include the following language:
  - The supporting claim in this paragraph is well supported by evidence but reasoning or explanation of how the evidence supports the claim is missing.
  - MLA guidelines require naming the author of the article but no author's name was included.
  - Consider improving the reasoning used to connect these two claims. The evidence presented is not strong enough to support it.

### Activity 3: Building Clear Sentences

**20%**

Explain to students that in the practice of argument writing, the strength of the paper is based upon the strength of their sentences. The primary goal of a sentence in formal writing is to provide the reader with information in a clear and understandable way. To craft clear and concise sentences reliably, students should focus on using similar phrases and clauses to support their text.

Display the following two sentences for students:

- However, the role of the U.N. is a complex one, and the international governing body has at times shown itself incapable of intervening and responding to mass acts of killing.
- The prevention of mass killings should be done by the U.N. but it probably cannot prevent them because it does not intervene when it should most of the time.

Lead a class discussion on the sample sentences using the following questions:

**Which of these sentences is clearer and why?**

- The first sentence is much clearer. It uses punctuation effectively and uses specific nouns.

**How does the order of the first sentence help its clarity?**

- The sentence presents the subject of the U.N. first, then explains its shortcomings, namely that the U.N. has failed to intervene or respond to acts of mass killing.

Explain to students that this sentence is an example of writing in the “active voice.” In a sentence using active voice, the “active” subject of the sentence is placed at the beginning of the sentence. Active voice is useful in argument writing because it gives the reader the most important information first, and then goes on to describe what is happening to this

important subject. The use of active voice provides greater clarity for the reader and makes the sentence more forceful.

- Students listen.

**What words and phrases in the second sentence weaken its claim?**

- Student responses should include:
  - Probably.
  - Most of the time.

Inform students that they should keep sentence structure in mind as they progress with their argument writing. As they develop the introduction, body, and conclusion paragraphs throughout this unit, they should pay special attention to how they use different clauses, words, and phrases to support a compelling argument. Encourage students to periodically look back over the writing that they have completed to find ways to make their writing clearer and more coherent.

- Students listen.

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Inform students that varied use of syntax is a powerful rhetorical device that can lend significant power to their arguments. Varying the length and structure of their sentences can help readers engage with the text and strengthen the power, pacing, and flow of the argument. Explain to students that they should be especially mindful of the variety of sentences that they use throughout their paper.

- Students were introduced to varied syntax as a rhetorical technique (W.11-12.1.c) in 11.3.1 Lesson 2.

**What is syntax?**

- Changes in sentence length, style, or complexity for stylistic effect.

**What does the phrase varied syntax mean?**

- Student responses should include:
  - There are different sentence lengths.
  - It means not all of the sentence sound or look the same.
  - It means there is a variety of different patterns or formations.



- **Differentiation Consideration:** If students struggle, consider using a visual aid to assist in their understanding of how varied sentence length can affect the form and rhythm of a piece of writing.

### How does varied syntax affect a piece of writing?

- Student responses should include:
  - It makes the writing more interesting because there are different formations.
  - It engages the listener or reader by making him or her pay attention to changes in sentence structure.
  - It allows the reader to read fast over certain parts and slow down for others.
  - It can provide emphasis by making certain important sentences stand out by being longer or shorter.

Display the following simple examples of varied syntax from Elie Wiesel's lecture "Hope, Despair and Memory":

- "A recollection. The time: After the war. The place: Paris."
- "Mankind, jewel of his creation, had succeeded in building an inverted Tower of Babel, reaching not toward heaven but toward an anti-heaven, there to create a parallel society, a new "creation" with its own princes and gods, laws and principles, jailers and prisoners."
- "We tried. It was not easy. At first, because of the language; language failed us. We would have to invent a new vocabulary, for our own words were inadequate, anemic."

Explain to students that varied syntax is built by changing the length of a sentence or paragraph to alter the tone and rhythm of a piece of writing. In the example set, the first sentence uses short sentences and repeated punctuation, which conveys an immediate sense of memory. The second uses commas to give balance to the structure of Wiesel's extensive description. The third example mixes short and long sentences and uses varied punctuation, which conveys the struggle Wiesel describes. Explain to students that their sentences are crucial tools that contribute to the readers' understanding and that they should be purposeful with their use of syntax. Encourage students to look for places to use varied syntax while they are drafting and revising their papers.

- Students listen.

Display the following sentence for students:

- In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards).

### How does this author use syntax to organize this sentence?

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- The author separates his ideas into three sections: the first, a statement that something has been done to address concerns, the second, a reference to the “principle” of the “Responsibility to Protect,” and the third, an explanation of when the principle was created, as well as who sponsored its development.

Inform students that syntax is a powerful tool for connecting and clarifying sentences, paragraphs, and claims within a research-based argument paper. An author can use syntax to establish cohesive relationships between words, phrases, claims, and counterclaims.

- Students listen.
- To aid student understanding of varied syntax, consider reading these example sets aloud. This practice may support students’ understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.
- **Differentiation Consideration:** Consider providing the examples of varied syntax before the discussion to allow students time to assess the sentences independently or in pairs.
- Varied syntax is part of standard W.11-12.1.c. Consider reminding students of their work with varied syntax in 11.3.1 Lesson 2.
- **Differentiation Consideration:** If necessary to support student work and understanding, consider spending additional time reviewing how to establish clarity through sentence structure. As 11.3.3 Lessons 4, 5, 6, and 7 are focused on the technical crafting of the student research-based argument paper and feature extensive time for student drafting, this may be an ideal opportunity to pursue deeper instruction on crafting effective sentences.

## Activity 4: Crafting Cohesion in Argument Writing

**20%**

Introduce students to the ideas of *cohesion* and *transitions*. Explain to students that *cohesion* in writing refers to how well the paragraphs and sentences link the claims and evidence of a text together into a coherent whole, which, in the case of argument writing, serves to inform and convince the reader. Explain to students that *cohesion* is achieved by carefully demonstrating links between ideas.

Provide students with the following definition: *cohesion* means “the state of uniting or sticking together.” Explain to students that achieving *cohesion* in their writing is the result of careful revision and editing.

Provide students with the following definition: *transition* means “a passage in a piece of writing that clearly links two topics or sections to each other.”

- Students write the definitions of *cohesion* and *transition* in their vocabulary journals.

Distribute the Connecting Ideas Handout. Briefly explain the handout to the class.

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- Students examine the Connecting Ideas Handout.
- A more in-depth examination of this handout appears after the examination of the two model paragraphs. Consider using this initial introduction to the handout as an opportunity to field any potential student questions.

Provide students with the following two examples and ask them to consider which they think is more cohesive and logical.

### Sample 1:

Murderers who commit genocide are not motley bunch of individuals, but organized groups leading violence against those groups who they oppress. We must quickly stop the genocide in the critical stages of "persecution and extermination" so military force has to be used. (Stanton). If they are separated, starved or were forced to live in ghettos, it is only a matter of time before death begins (Stanton). In Rwanda, 800,000 men, women and children died ("After Rwanda's Genocide"). Peacekeeping U.N. forces would not help, because countries did not approve a sufficiently strong force to go into battle: "Belgian peacekeepers...watched as the carnage unfolded" (Zakaria). If the UN had an active military force on the ground, these lives could have been saved. "In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory" (Lindberg). This is an example of the problem. There are people who believe that if the UN troops can be used incorrectly and ignore the right of a country to manage their own affairs. The responsibility to protect was established to decide when it is necessary for the international community to participate in possible cases of genocide. Given the regularity of recent genocides, it is clear that the international community "need(s) to set up international contingency plans to deal with mass atrocities" ("After Rwanda's Genocide"). An international organization like the UN needs to get more resources in the fight against genocide. Access to weapons and troops require the participation of major global players like the United States: "If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources" (Lindberg).

### Sample 2:

In order to prevent genocide, a combat task force must be assembled and ready in order to stop genocide in its early stages. While legal action via the ICC should still remain in place, direct military intervention is also necessary in situations that pose a threat of or early stage execution of genocide. In order to quickly stop genocide before it gets to the late bloody stages of persecution and extermination, it is necessary to use military force (Stanton, "The Ten Stages of Genocide"). If citizens are being segregated, starved, or forced to live in ghettos, then it is only a matter of time before the killing begins (Stanton, "The Ten Stages"). Murderers who commit genocide are not ragtag bunches of individuals but organized groups who carry out planned violence against those they oppress. In Rwanda, the Hutus who were in power were able to hunt down and murder over 800,000 men, women, and children over the course of just 100 days ("After Rwanda's Genocide"). U.N. peacekeepers stood by unable to help because countries would not approve a force robust enough to engage in combat: "Belgian peacekeepers ... watched as the carnage unfolded" (Zakaria). However, if the U.N.

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had an active military force on the ground, those lives could have been saved, as was the case in Kosovo: “In 1998, the NATO alliance—led, of course, by the United States—went to war against Serbia to stop ethnic cleansing and atrocities in Kosovo, preventing a potential genocide in close proximity to NATO territory” (Lindberg). Given the regularity of recent genocides, it is clear that the international community “need(s) to set up international contingency plans to deal with mass atrocities” (“After Rwanda’s Genocide”). This means giving an international body like the U.N. more resources to fight genocide. Access to weapons and troops will require the participation of major global players like the United States: “If we [the USA] are serious, we have to be willing to take upon ourselves the burden of providing the leadership, the arms, the troops, and the resources” (Lindberg). However, there are still some who believe that if the U.N. has troops, they may be used improperly and ignore a country’s right to govern their own affairs. In order to address these concerns, a principle called the Responsibility to Protect was developed in 2001 by the International Commission on Intervention and State Sovereignty, a Canadian government initiative (Edwards). The purpose of this framework is to clarify the international community’s responsibility to intervene in possible cases of genocide.

- This model body paragraph is located in the Model Final Research-Based Argument Paper located in 11.3.3 Lesson 12.

After students have had time to consider the two paragraphs, lead a discussion on coherence and the differences between the two samples by using the following questions.

**Which of these paragraphs is more cohesive and why?**

- The second paragraph is more cohesive. The language is easier to follow and it connects the ideas of the sentences together much better than the first paragraph.

**Which of these paragraphs is less cohesive and why?**

- The first paragraph is less cohesive. It feels choppy and the sentences and ideas seem disconnected. It also has a confusing opening and it seems to jump around from point to point without explaining how ideas are related.

**What specific words and phrases in the more cohesive paragraph contribute to its success?**

- Student responses should include:
  - “This means”
  - “However”
  - “In order”
- If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the changes and improvements and the transitional words and phrases.

- **Differentiation Consideration:** If necessary to support student understanding, consider spending additional time discussing these transitional words and phrases.
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Explain to students that cohesion should exist between paragraphs as well as between sentences. In both cases, transitional words and phrases can help link ideas and support the logic of the paper. Instruct students to look at the Connecting Ideas Handout. Explain that the Connecting Ideas Handout provides a variety of transitional words to use in specific cases. To show how ideas are similar, students might use phrases like *in the same way* or *similarly*. Instruct students that these words can be used within a paragraph but also to connect two different paragraphs. Words like *furthermore* and phrases like *in addition* can be used to continue a line of reasoning or sustain a thought between paragraphs.

- Students listen and examine the handout.

Instruct students to form pairs. Present student pairs with the following two paragraphs and instruct them to identify and annotate for words and phrases that support transition and cohesion between sentences and paragraphs.

### Paragraph 1

International tribunals must be empowered to respond to and prevent genocide in its early stages, as well as to punish groups and leaders who commit genocide. The ICC and the World Court are two important international tribunals dedicated to pursuing global justice. The ICC, the most well-known, has had some success prosecuting leaders of genocide. In addition to sentencing Jean Kambanda to life in prison “for genocide and related crimes committed while he was prime minister of Rwanda in 1994,” the ICC also prosecuted over 70 cases of genocide-related crimes in addition to the tens of thousands prosecuted by the Rwandan government (Edwards; “After Rwanda’s Genocide”). However, the ICC is in desperate need of additional support. Because its job is to legally prosecute genocide, the ICC is not capable of preventing genocide—the very thing the world needs it to do most. Some critics of the ICC believe the idea of stopping genocide by putting perpetrators on trial is problematic. As Lindberg explains, “If ... there is a legal finding of genocide, then it is too late for prevention. ... If ‘genocide’ is the trigger for action, then the bar is rather high.” In other words, once crimes reach the ICC, irreversible damage and killing has already been done. Stanton explains that in the Darfur region of Sudan, President Omar al-Bashir’s reaction to being referred to the ICC for crimes against humanity and genocide has been to “just laugh[]” (Stanton, “Why Do We Look the Other Way?”). Slobodan Milosevic, the former president of Serbia, who was also charged with crimes against humanity and genocide, died before his four-year ICC trial was completed because of drawn-out delays (Edwards). These examples illustrate the futility of prosecuting genocidal leaders; how can bringing several men to justice make up for the thousands of murders and atrocities they already committed? While prosecuting genocidal leaders is important, it is not nearly as important as saving tens if not hundreds of thousands of lives by preventing genocide from occurring in the first place.

### Paragraph 2:

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In contrast, some critics believe boosting the power and resources of the international community—including bolstering R2P—would endanger the sovereignty of the United States and its allies. The argument is that if a framework like R2P were adopted and backed with military resources to prevent genocide, the United States would be subject to the desires of the international community about when and where to use military intervention (Lindberg). In other words, the U.S. might be compelled to engage in international conflicts in which it does not want to get involved, which infringes on its right to act as a sovereign nation. However, this hypothesis and its implications should not outweigh the responsibility of the United States (and the world) to ensure the global safety of mankind. Unfortunately, politics often gets in the way of moral responsibility: “halting or failing to halt a genocide has come down to whether the political will exists within the United States to act” (Lindberg). As a global leader, it is the responsibility of the U.S. to set the example for early genocide intervention and prevention, whether or not genocide is occurring in countries where the United States does not have economic or political interest.

- These model body paragraphs are located in the Model Final Research-Based Argument Paper located in 11.3.3 Lesson 12.

Ask student volunteers the following question, using the Connecting Ideas Handout as a reference.

#### What words support transition and cohesion?

- Student responses should include:
  - “however”
  - “in other words”
  - “in contrast”

Explain to students that the Connecting Ideas Handout is a resource to use as they write the research-based argument paper, and beyond this unit as they continue to write formally. Instruct students to use the Categories column to direct their choice of transitional words and phrases as they write. For example, if they are looking to add more information about what they are talking about, they can look in the Add Related Information section and choose the word *furthermore* to help them connect their ideas.

- Students listen and examine the handout.

Explain to students that creating effective transitions is crucial to supporting their argument writing. Effective use of transitional words and phrases improves the logical presentation of information and is important to presenting a chain of reasoning in an understandable way. In addition to having concrete details and relevant examples to support a claim, the information has to be presented in a way that is appropriate to the audience’s knowledge of the topic. Explain that writing a research-based argument paper requires careful use of transitional words and phrases to guide the reader. Students should use these words and phrases to connect their claims and evidence in a chain of reasoning that convinces the reader of their central claim. In order to achieve this, students must present their findings and claims in an

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accessible, clear, and cohesive manner, with each statement flowing into the next to build a united research-based argument. Remind students that arriving at a point of cohesion is the result of a process that involves several rounds of revision and editing.

- Remind students of the work they have done with the identification of solid reasoning. Remind students of the definition of *reasoning* as it pertains to this module: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

## Activity 5: Drafting and Assessment

**35%**

Inform students that in this activity they draft the rest of the body paragraphs for their papers, paying specific attention to the use of transitional words and phrases to build cohesion between and among the paragraphs. Inform students that they are assessed on their use of transitional words and phrases to craft cohesion in two body paragraphs.

Direct students to turn to the Coherence, Organization, and Style portion of the 11.3.3 Rubric and Checklist and look for substandard W.11-12.1.c. Inform students that this assessment is evaluated using substandard W.11-12.1.c on the 11.3.3 Rubric and Checklist. Remind students to refer to the checklist as they are writing their body paragraphs.

- Students read substandard W.11-12.1.c on the 11.3.3 Rubric and Checklist.
- Remind students to refer to the *MLA Citation handout* as they draft their body paragraphs.
- **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.c on the 11.3.3 Rubric and Checklist to focus their attention on this standard only.
- Consider drawing students’ attention to the application of standard L.11-12.1 by using correct grammar when writing as they draft their body paragraphs. L.11-12.1 was first introduced in module 11.1.2 Lesson 8.

Instruct students to use the checklist as they are drafting, organizing, and adjusting their paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence. Inform students that they will be assessed according to this document when they submit the final draft of the paper.

- Students listen.

Instruct students to organize their paragraphs and make any adjustments to what they have written to ensure:

- There is cohesion and logic to their paragraphs.
- The information is presented in a way that effectively reinforces a claim made by the writer. Remind students that they may need to add concrete details, transition words, or delete sentences/passages to polish their paper.

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Transition students to the assessment.

- Students work independently on their drafts to ensure cohesion and logical reasoning.
  - As students work, walk around the class and address individual concerns.
- 

Instruct students to submit two of the paragraphs they worked on in class, and assess the paragraphs for the use of transitional words/phrases and logical presentation of information.

- Students submit two paragraphs they worked on in class.
- Use the W.11-12.1.c section of the 11.3.3 Rubric and Checklist to assess the submitted paragraphs.

## Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the Connecting Ideas Handout to annotate one of the sources they have selected for their research-based argument paper, paying close attention to the use of words and phrases that link sections of the text together. Additionally, students should briefly explain how the connecting ideas highlighted support the evidence and claims of the text.

## Homework

For homework, select one of your sources and circle or highlight the transitional words and phrases that serve to link sections of the text together. Use the Connecting Ideas Handout to note where different words and phrases are used to support and clarify the use of evidence and link together claims. Additionally, prepare to explain how the connecting ideas highlighted support the evidence and claims of the text.



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# CONNECTING IDEAS

## USING TRANSITIONAL WORDS AND PHRASES

Transitional words and phrases create links between your ideas when you are speaking and writing. They help you logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. Transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of phrases that you can use for different purposes:

ADD RELATED INFORMATION	GIVE AN EXAMPLE OR ILLUSTRATE AN IDEA	MAKE SURE YOUR THINKING IS CLEARLY UNDERSTOOD	COMPARE IDEAS OR SHOW HOW IDEAS ARE SIMILAR
<ul style="list-style-type: none"> <li>furthermore</li> <li>moreover</li> <li>too</li> <li>also</li> <li>again</li> <li>in addition</li> <li>next</li> <li>further</li> <li>finally</li> <li>and, or, nor</li> </ul>	<ul style="list-style-type: none"> <li>to illustrate</li> <li>to demonstrate</li> <li>specifically</li> <li>for instance</li> <li>as an illustration</li> <li>for example</li> </ul>	<ul style="list-style-type: none"> <li>that is to say</li> <li>in other words</li> <li>to explain</li> <li>i.e., (that is)</li> <li>to clarify</li> <li>to rephrase it</li> <li>to put it another way</li> </ul>	<ul style="list-style-type: none"> <li>in the same way</li> <li>by the same token</li> <li>similarly</li> <li>in like manner</li> <li>likewise</li> <li>in similar fashion</li> </ul>
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION
<ul style="list-style-type: none"> <li>because</li> <li>since</li> <li>on account of</li> <li>for that reason</li> </ul>	<ul style="list-style-type: none"> <li>therefore</li> <li>consequently</li> <li>accordingly</li> <li>thus</li> <li>hence</li> <li>as a result</li> </ul>	<ul style="list-style-type: none"> <li>in order that</li> <li>so that</li> <li>to that end, to this end</li> <li>for this purpose</li> <li>for this reason</li> </ul>	<ul style="list-style-type: none"> <li>First, second, third...</li> <li>First, then, also, finally</li> </ul>

