

12.3.2

Lesson 5

Introduction

In this lesson, students focus on making sure their writing is cohesive and clear as they continue to draft their research-based argument papers. Students improve the effectiveness of their writing by focusing on the use of transitional words and phrases and how they establish strong relationships among evidence, claims, and counterclaims. In addition, students focus on using varied syntax to enhance the rhythm and flow of their sentences and paragraphs.

Students begin by examining model paragraphs that demonstrate mastery of cohesion and transitional words and phrases. Next, students draft additional body paragraphs, paying particular attention to their use of transitional words and phrases. Student learning is assessed via students' effective use of transitional words and phrases and varied syntax to create cohesion and clarify the relationships among claims, reasoning, and evidence in two body paragraphs at the end of the lesson.

For homework, students finish drafting their remaining body paragraphs. Students use the 12.3.2 Rubric and Checklist as they are drafting, organizing, and adjusting their paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence.

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	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. 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.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Assessment

Assessment(s)

Student learning is assessed via students' effective use of transitional words and phrases and varied syntax to create cohesion and clarify the relationships among claims, reasoning, and evidence in two body paragraphs at the end of the lesson.

- Student responses will be assessed using the W.11-12.1.c portion of the 12.3.2 Rubric.

High Performance Response(s)

A High Performance Response should:

- Demonstrate the effective use of transitional words and phrases and varied syntax to create cohesion and clarify the relationships between claims, reasoning, and evidence in two body paragraphs (e.g., In addition to the Internet, other technology solutions can help developing countries generate wealth. Countries can “improve ... quality of life by investing in labour-saving technology” (Ward et al. 44). If technology can reduce the number of people doing manual labor, more people can engage in high-caliber, efficient economic activity, assuming there is an educational infrastructure to support them. Many developing countries have already instituted laborsaving technologies, but unfortunately, “a large literature shows that men have been the primary adopters” of these technologies (Gill et al. 2). Many women are employed in agriculture in developing countries, making this a missed opportunity as “women continue to use traditional, more labor-intensive methods, undermining their agricultural productivity” (Gill et al. 2). If women were freed from the burden of manual labor to the extent that men are, they would have a higher capacity for more high-value economic activity. As Revenga and Shetty note, “if women farmers have the same access as men to productive resources ... agricultural output in developing countries would increase by as much as 2.5 to 4 percent” (11). Thus, for technology to be harnessed most effectively, like quality education, it must be made equally available to all people.).
- For more examples, see the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

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 incorporate relevant academic and/or domain-specific vocabulary from 12.3.1 into their research-based argument papers.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards: <ul style="list-style-type: none"> Standards: W.11-12.4, W.11-12.1.c, L.11-12.1 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Crafting Clear Sentences 4. Crafting Cohesion in Argument Writing 5. Drafting and Assessment 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 30% 4. 30% 5. 10% 6. 10%

Materials

- Student copies of the 12.3 Common Core Learning Standards Tool (refer to 12.3.1 Lesson 3) (optional)
- Students copies of the MLA Citation Handout (refer to 12.3.2 Lesson 3)
- Copies of the Connecting Ideas Handout for each student
- Student copies of the 12.3.2 Rubric and Checklist (refer to 12.3.2 Lesson 1)

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.
	Bold text indicates questions for the teacher to ask students.
	<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.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.4. In this lesson, students focus on improving their writing by deepening their understanding of how words and phrases can link together and reinforce the relationships among evidence, claims, and counterclaims within their papers. Students participate in a class discussion about the use of transitional words and phrases and revise their body paragraphs from the previous lesson's homework, paying attention to their use of transitional words and phrases.

- Students look at the agenda.
- **Differentiation Consideration:** If students are using the 12.3 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project 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.

Inform students that this lesson focuses on creating cohesion as students draft their research-based argument papers.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Draft the first two body paragraphs of your research-based argument paper, using your outline to guide your writing. Remember to use complete sentences and properly formatted in-text citations.) Instruct students to form pairs and briefly review 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 citations. Students should reference the MLA Citation Handout they received in 12.3.2 Lesson 4, comparing their peers' citations to the examples in the handout.

- Students form pairs and review each other's paragraphs, providing feedback on the supporting claims and citation.
- Student responses vary by individual research but may include:
 - The supporting claim in this paragraph is well supported by evidence but reasoning or explanation of how the evidence supports the claim is missing.
 - There is no comma between the author's name and page number listed, according to the MLA guidelines, so the comma should be removed in all in-text citations.
 - 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.

Instruct students to keep out their paragraphs to use in the following activities.

Activity 3: Crafting Clear Sentences

30%

Inform students that in this activity and the next, they revise the paragraphs they wrote in the previous lesson's homework.

Explain to students that in order for an argument paper to be effective, it must be written clearly to aid reader comprehension. One way to achieve clarity is to write sentences that provide the reader with information in a clear and understandable way.

To craft clear and understandable sentences and paragraphs, a writer must focus on writing sentences that adhere to the following requirements:

- Use appropriate transitions.
- Use variations in sentence length.
- Use appropriate punctuation.
- Use complete sentences (not fragments or run-on sentences).
- Use active voice.

Display the following two sentences for students:

- Most people think of formal classroom education as an example of a high-quality educational experience, but classroom education and student attendance do not by themselves result in quality education.
- "Education" is usually thought to be just formal Classroom Education as the first type of educational experience someone thinks of, on the other hand, Classroom Education and high student attendance, most of the time they do not by themselves happen in quality education.

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

Which of these sentences is clearer and why?

- Student responses may include:
 - The first sentence is much clearer because it uses a comma to separate the clauses properly. The second sentence uses commas in the wrong places.
 - The second sentence is a run-on sentence. There should be a period or a semi-colon before "on the other hand."
 - The second sentence is less clear because it capitalizes a noun that is not proper ("classroom education"). This creates confusion for the reader, as capitalization infers that the term may be a brand name or government entity.
 - The first sentence is clearer because it uses a transition, *but*, which connects the clauses better than the transition "on the other hand," used in the second sentence.
 - The first sentence is clearer because it uses active voice. The second sentence is indirect and wordy and uses a passive voice; it takes time for the reader to figure out what the author means.

Explain to students that the first model sentence is an example of writing in the "active voice." In a sentence using active voice, the subject performs the action of the verb. Passive voice occurs when the noun or phrase that should be the subject in a sentence becomes the

object instead. For example, “Our team won the game” is a sentence in active voice. “The game was won by our team” is passive voice, because “our team” is the object of the sentence when it should act as the subject.

Active voice is useful in argument writing because it creates stronger sentences by putting the emphasis on the subject doing the action. Passive voice creates weaker verbs and leads to wordy and awkward sentences because it can be difficult to figure out the sentence’s subject and the subject’s action. Therefore, the use of active voice provides greater clarity for the reader and makes sentences more powerful, thus creating a more persuasive and engaging argument overall.

- Students listen.

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

- Student responses should include:
 - Usually
 - Most of the time
- **Differentiation Consideration:** Consider reviewing qualifiers that can weaken a claim in writing. For example, students may weaken their claim by using the words and phrases *a lot, basically, kind of, pretty much, probably, somewhat, and very*.

Inform students that they should keep sentence structure and word choice in mind as they progress with their argument writing. As students develop the introduction, body, and conclusion paragraphs throughout 12.3.2, they should pay special attention to crafting clear sentences that support a compelling argument. Encourage students to periodically review their writing and find ways to improve its clarity and coherence.

- Students listen.
-

Instruct students to work individually to revise the paragraphs they wrote for the previous lesson’s homework by incorporating clear, active sentences into their paragraphs.

- Students work individually to revise their body paragraphs for clear and active sentence structure.
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Inform students that varied use of syntax is a powerful rhetorical device that can enhance the persuasiveness or power of their arguments. Varying the length and structure of sentences in an argument paper can strengthen the power, pacing, and flow of the argument and help

readers engage with the text. Explain to students that they should consider the variety of sentences they use throughout their paper. Define *variations in syntax* as “changes in sentence length, style, or complexity for stylistic effect.”

- Students were introduced to *varied syntax* as a rhetorical technique in 12.1.1 Lesson 5.
- **Differentiation Consideration:** Consider posing the following question to the whole class to elicit deeper understanding of varied syntax.

What is *syntax*?

- *Syntax* means 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.
 - Not all of the sentences sound or look the same.
 - There is a variety of different patterns or formations.

How does varied syntax affect a piece of writing?

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

Explain to students that a writer can vary syntax by changing the length of a sentence or paragraph to alter the tone and rhythm of a piece of writing. Explain to students that sentence structure contributes to the readers’ understanding and that writers 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 examples for students:

- The future wellbeing of developing nations depends on investment in human capital. When the barriers of all forms of inequality are abolished, and everyone has equal access to quality education and technology, skilled workers will thrive at their fullest, and economies will grow.
- The future wellbeing of developing nations depends on investment in human capital. Barriers of all forms of inequality must be abolished. In this way, everyone will have equal access to quality education and technology. Then, skilled workers will thrive at their fullest. When that happens, economies will grow and thrive.

Instruct students to form pairs and discuss the following question about the examples above.

How does the author's use of syntax affect the reader's understanding of each sentence?

- Student responses may include:
 - The first example flows and connects the ideas using short and long sentences. The variation in length creates rhythm and interests the reader.
 - The second example contains 5 sentences of similar length, making the paragraph less interesting to read and the ideas seem somewhat disconnected.

Remind students that syntax is also 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 a paragraph from the Sample Student Research-Based Argument Paper aloud (12.3.2 Lesson 12). This practice may support students' understanding of variations in syntax by allowing them to hear the effect of structure on the rhythm of the sentences.
- **Differentiation Consideration:** Consider providing examples of varied syntax before the discussion to allow students time to assess the sentences independently.
- **Differentiation Consideration:** If necessary to support student work and understanding, consider spending additional time reviewing how to establish clarity through sentence structure. As 12.3.2 Lessons 4-7 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.

Instruct students to work individually to revise the paragraphs they wrote for the previous lesson's homework by incorporating varied syntax into their writing.

- Students work individually to revise their body paragraphs for varied syntax.

Activity 4: Crafting Cohesion in Argument Writing

30%

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 word, phrase, or passage in a piece of writing that clearly links two topics or sections to each other.”

- Students listen.

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

Sample 1:

Equity in education is strongly connected to the prosperity of a country. For example, “with the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over \$10,000 and a ratio of girls to boys in primary education of less than 90 per cent” (Ward et al. viii). Resource-rich countries have wealth based on oil rather than human capital. Equal access to quality education for men and women of all races has economic implications for developing nations to prosper. Women do not receive equal access to education in many countries. It is a necessary investment for countries that wish to increase their high-value economic activity. “Better-educated women can undertake higher-value economic activity” (Ward et al. viii). This requires higher-caliber cognitive skills. Most countries rely on human capital to generate wealth, and the connection between education equality and economic prosperity holds.

Sample 2:

For developing nations to prosper, men and women of all races must have equal access to quality education. For example, in many countries, women do not receive equal access to education, even though “[b]etter-educated women can undertake higher-value economic activity” (Ward et al. viii). Such economic activity requires higher-caliber cognitive skills, so education is a necessary investment for countries that wish to increase their high-value economic activity. Furthermore, equity in education is strongly connected to the prosperity of a country. “With the exceptions of resource-rich Oman, Bahrain and Saudi Arabia, no country has achieved both GDP per capita of over \$10,000 and a ratio of girls to boys in primary education of less than 90 per cent” (Ward et al. viii). These resource-rich countries have wealth based on oil rather than human capital. But for most countries that rely on human

capital to generate wealth, the connection between education equality and economic prosperity holds.

- This model body paragraph is located in the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 12.

After students have had time to consider the two paragraphs above, lead a whole-class discussion on 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 seems to jump around from point to point without explaining how ideas are related. It opens with a strong claim, but the evidence that appears to support it does not directly connect to the claim.

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

- Student responses should include:
 - “For example”
 - “Even though”
 - *Such*
 - *So*
 - *Furthermore*
 - *But*
- If students struggle to identify differences between the paragraphs, consider distributing 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.

Distribute the Connecting Ideas Handout. 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:

Before describing the practical measures developing nations must take in order to work toward economic prosperity, one must first define several terms. What do we mean when we say *prosperity*? In fact, what do we mean by *developing*? To say *developing nation* is to claim that there exists a *developed nation*. It would be easy to take a very Eurocentric position and claim that the developing world is just what is outside the developed, predominantly Western world. This stance is problematic because it assumes that all countries and cultures want to develop in the way the Western world has. Still, “developing world” or “developing nation” is the most common term in the available research. For most, the term means a nation with a lower material standard of living, lower life expectancy, and weaker industrial base when compared to more industrialized nations (e.g., the U.S., United Kingdom, Japan, Canada, Denmark). Therefore, prosperity, for the purposes of this argument, refers to a material standard of living, poverty rate, life expectancy, and industrial base comparable to more industrialized nations.

Paragraph 2:

Next, what is “human capital”? Human capital is defined as the “accumulated stock of skills and talents ... [that] manifests itself in the educated and skilled workforce in the region” (Ogunade 2). In other words, human capital is all of the “skills and talents” that workers in a society offer. Countries rely on a “skilled workforce” to increase their economic power and improve their standard of living.

- These model body paragraphs are located in the Sample Student Research-Based Argument Paper in 12.3.2 Lesson 11.

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

What words support transition and cohesion between and among ideas in the paragraphs?

- Student responses should include:

- *Before*
- “one must first”
- *Still*
- *Therefore*
- *Next*
- “In other words”

Explain to students that they should use the Connecting Ideas Handout to write their research-based argument papers. Instruct students to use the “Categories” column to guide their choice of transitional words and phrases as they write. For example, if they are looking to add more information to support a claim, 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 claims, evidence, and 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 issue. 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 with reasoning that convinces the reader of their central claim. In order to achieve this, students must present their findings and claims in an accessible, clear, and cohesive manner, with each statement flowing into the next to build a unified 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.

- **Differentiation Consideration:** 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 Module 12.3: “the logical relationships among ideas, including relationships among claims and relationships across evidence.”

Instruct students to work individually to revise the paragraphs they wrote for the previous lesson’s homework by incorporating effective transitions into their writing where appropriate to achieve cohesion between sentences.

- Students work individually to revise their body paragraphs for effective transitions and cohesion.

Activity 5: Drafting and Assessment

10%

Inform students that in this assessment, they review the body paragraphs they revised during class and make any final changes before turning them in. Students should pay specific attention to the use of transitional words and phrases to build cohesion between and among the paragraphs. Inform students that they will be assessed on their effective use of transitional words and phrases and varied syntax to create cohesion and clarify the relationships among claims, reasoning, and evidence in the two body paragraphs.

Direct students to turn to the “Coherence, Organization, and Style” portion of the 12.3.2 Rubric and Checklist and look for substandard W.11-12.1.c. Inform students that this draft is assessed using substandard W.11-12.1.c on the 12.3.2 Rubric and Checklist. Remind students to refer to the checklist as they review their two body paragraphs.

- Students read substandard W.11-12.1.c on the 12.3.2 Rubric and Checklist.
- Remind students to refer to the [MLA Citation Handout](#) as they review their body paragraphs.
- **Differentiation Consideration:** Consider instructing students to mark W.11-12.1.c on the 12.3.2 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 12.1.1 Lesson 15.

Transition students to the assessment.

- Students work independently to review their drafts to ensure cohesion and varied syntax.

Instruct students to submit the revised paragraphs they worked on in class.

Use the W.11-12.1.c section of the 12.3.2 Rubric and Checklist to assess the submitted paragraphs.

Activity 6: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to finish drafting the body paragraphs. Instruct students to use the 12.3.2 Rubric and 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 rubric when they submit the final draft of their papers.

- Students listen.

Instruct students to organize their paragraphs and make 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 papers.

- Students follow along.

Homework

Finish drafting your remaining body paragraphs. Use the 12.3.2 Rubric and Checklist as you are drafting, organizing, and adjusting your paragraphs for cohesion and development of central claims, supporting claims, counterclaims, reasoning, and evidence.

File: 12.3.2 Lesson 5 Date: 4/3/15 Classroom Use: Starting 4/2015
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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 your audience understand the logic of your thoughts. When using transitional words, make sure that it is the right match for what you want to express. And remember, transition words work best when they are connecting two or more strong ideas that are clearly stated. Here is a list of transitional words and 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	CONTRAST IDEAS OR SHOW HOW THEY ARE DIFFERENT
<ul style="list-style-type: none"> furthermore moreover too also again in addition next further finally and, or, nor 	<ul style="list-style-type: none"> to illustrate to demonstrate specifically for instance as an illustration for example 	<ul style="list-style-type: none"> that is to say in other words to explain i.e., (that is) to clarify to rephrase it to put it another way 	<ul style="list-style-type: none"> in the same way by the same token similarly in like manner likewise in similar fashion 	<ul style="list-style-type: none"> nevertheless but however otherwise on the contrary in contrast on the other hand
EXPLAIN HOW ONE THING CAUSES ANOTHER	EXPLAIN THE EFFECT OR RESULT OF SOMETHING	EXPLAIN YOUR PURPOSE	LIST RELATED INFORMATION	QUALIFY SOMETHING
<ul style="list-style-type: none"> because since on account of for that reason 	<ul style="list-style-type: none"> therefore consequently accordingly thus hence as a result 	<ul style="list-style-type: none"> in order that so that to that end, to this end for this purpose for this reason 	<ul style="list-style-type: none"> First, second, third... First, then, also, finally 	<ul style="list-style-type: none"> almost nearly probably never always frequently perhaps maybe although