

SUPPLEMENTAL SKILLS INSTRUCTION

WR.1.D
ARGUMENT

Cohesion and Flow

Lessons WR.1.A–G offer direct instruction on discrete skills and should be implemented between Lessons 10 and 11. Students may benefit from some or all of the instruction in these lessons; only those lessons or activities that address student needs should be implemented.

Introduction

This lesson is composed of two distinct but related activities that center on skills for creating cohesion and flow to improve argument writing. Each activity may last an entire class period.

Writing Instruction Options:

- Varied Syntax
- Transitional Words and Phrases

In this lesson, the teacher provides direct instruction to students on identifying and using varied syntax and transitional words and phrases. Students focus on revising their own arguments for varied syntax or transitional words and phrases before transitioning to a peer discussion of revisions. Student learning is assessed via the completion of the WR.1 Revision Exit Slip: Cohesion and Flow, on which each student records one example of successful revision.

For homework, students choose three different passages from their arguments and revise each passage focusing on effectively using varied syntax or transitional words and phrases. Students also write a few sentences explaining whether or not they will keep the revisions they drafted and the impact this decision has on their arguments.

Standards

| Assessed Standard(s) | |
|----------------------|--|
| W.9-10.1.c | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between</p> |

| | |
|------------------------------|--|
| | reasons and evidence, and between claim(s) and counterclaims. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| Addressed Standard(s) | |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |

Assessment

| |
|--|
| Assessment(s) |
| <p>Student learning is assessed via completion of the WR.1 Revision Exit Slip: Cohesion and Flow. Students record the original passage from their arguments as well as the revised passage. Students then explain why the revision is effective.</p> <p> ⓘ Consider assessing these revisions using the Argument Writing Checklist.</p> |
| High Performance Response(s) |
| <p>A High Performance Response should:</p> <ul style="list-style-type: none"> Record the original passage (e.g., It is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.). Revise the original passage, focusing on appropriate and effective use of varied syntax or transitional words and phrases (e.g., However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain.). Explain why the revision is effective (e.g., I added the word “However” to the beginning of paragraph 3 in order to convey that not only is screen time addictive, but it can also cause brain damage.). <p> ⓘ See the Model WR.1 Revision Exit Slip: Cohesion and Flow for more examples.</p> |

Lesson Agenda/Overview

| Student-Facing Agenda | % of Lesson |
|---|---|
| <p>Standards:</p> <ul style="list-style-type: none"> Standards: W.9-10.1.c, W.9-10.5, W.9-10.6, SL.9-10.1 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction Options: <ul style="list-style-type: none"> Varied Syntax Transitional Words and Phrases Argument Writing Checklist Individual Revision Revision Discussion WR.1 Revision Exit Slip: Cohesion and Flow Closing | <ol style="list-style-type: none"> 5% 0% 30% 5% 30% 20% 5% 5% |

Materials

- Student copies of the up-to-date Argument Writing Checklist (refer to WR.1 Lesson C Model Argument Writing Checklist)
- Copies of the WR.1 Revision Exit Slip: _____ for each student (refer to WR.1 Lesson A)—students will need additional blank copies
- Copies of the Transitions Handout for each student

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

5%

Begin by reviewing the agenda. In this lesson, students learn how to incorporate varied syntax or transitional words and phrases to strengthen the cohesion and flow of their arguments. Students revise their own drafts before participating in a peer discussion of their individual revisions.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

0%

- 📘 Students will be held accountable for homework during Activity 6: Revision Discussion.

Activity 3: Writing Instruction Options

30%

- 📘 Based on student need, select from the two options below:
 - Varied Syntax (See Appendix 1)
 - Transitional Words and Phrases (See Appendix 2)

Activity 4: Argument Writing Checklist

5%

- 📘 The following activity addresses the expectations of SL.9-10.1.

Instruct students to take out their copies of the Argument Writing Checklist.

- 📘 Consider posting or projecting the Argument Writing Checklist.

Instruct students to Think, Pair, Share about the following questions:

Based on this lesson’s writing instruction, what items should the class add to the Argument Writing Checklist? In which categories do these items belong and why?

- 🗨️ Student responses will vary but should include points that address the following:
 - Include varied syntax to contribute to a cohesive and compelling argument? This item belongs in the Coherence, Organization, and Style category, because it is about making clear connections among ideas in arguments.

- Include transitional words and phrases that clearly show the relationship between sentences and paragraphs? This item belongs in the Coherence, Organization, and Style category, because it is about cohesion and clarity in arguments.

Lead a brief whole-class discussion of student responses. Guide students to a consensus on what items the class will add to the Argument Writing Checklist and in which category each item belongs. Instruct students to add the new items in the appropriate categories to their copies of the Argument Writing Checklist.

- ▶ Students add new items in the appropriate categories to their copies of the Argument Writing Checklist.

① Consider adding the new items in the appropriate categories to the displayed copy of the Argument Writing Checklist.

Activity 5: Individual Revision

30%

Instruct students to independently revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

① For example, if students completed the writing instruction activity on Varied Syntax, then their revisions will focus on varied syntax rather than on transitional words and phrases.

Explain to students that they should revise at least three passages for varied syntax or transitional words and phrases. Remind students to refer to the Argument Writing Checklist as they revise their drafts.

Transition to individual revision.

- ▶ Students independently revise their drafts to include varied syntax or transitional words and phrases.
- 🗨 For sample revisions, see the Model WR.1 Revision Exit Slip: Cohesion and Flow.

Activity 6: Revision Discussion

20%

① The following activity addresses the expectations of SL.9-10.1.

Instruct students to form pairs or small groups to share at least one of the passages they revised during the previous activity and one passage they revised during the previous lesson's homework assignment. Explain to students that in addition to receiving feedback on their revisions, this discussion is also an

opportunity to consider how they can use similar revisions or try similar techniques as their peers in their own papers. In this discussion, students provide brief constructive criticism to their peers. Remind students that constructive criticism helps them share advice with their peers in a positive and academic manner.

① Refer to Lesson 8 for a discussion of constructive criticism.

Instruct students to follow these steps to complete the revision discussion:

1. Show your peers the original passage and the revised passage.
2. Explain to your peers how the revision improves your draft.
3. Ask your peers to provide brief constructive criticism on your revisions.
 - ▶ Students share and discuss with peers at least two effective revisions they made to their drafts.

① In lessons that include the Revision Discussion, consider maintaining the same peer pairs or small groups for several lessons, so that students can benefit from a reviewer who is familiar with their drafts.

Activity 7: WR.1 Revision Exit Slip: Cohesion and Flow

5%

Explain that for this lesson’s assessment, students record and explain one example of a successful revision. Distribute blank copies of the WR.1 Revision Exit Slip: _____ to each student. Instruct students to fill in the title “Cohesion and Flow” on their exit slips. Instruct students to complete the exit slip independently. Inform students that their revisions will be assessed with the Argument Writing Checklist.

- 🗨 See the High Performance Response and Model WR.1 Revision Exit Slip: Cohesion and Flow for sample student responses.

Activity 8: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose three different passages from their drafts. For each passage, students revise their drafts focusing on whichever of the following writing skills they learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Instruct students to respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

- ① If an online writing community has been established for the class, instruct students to post their revised drafts for sharing with peers and/or assessment. (Students' use of the online writing community addresses the expectations of W.9-10.6.)
- ▶ Students follow along.

Homework

Choose three different passages from your draft. For each passage, revise your draft focusing on whichever of the following writing skills you learned in this lesson:

- Varied Syntax
- Transitional Words and Phrases

Respond briefly in writing to the following questions for each revision:

Will you keep the revision you drafted? Why or why not?

Explain the impact of your decision on your argument.

Model Argument Writing Checklist

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: Use this template to record the checklist items that convey the components of an effective argument established as a class.

| Command of Evidence and Reasoning | Drafting | Finalization |
|---|--------------------------|--------------------------|
| Does my response... | ✓ | ✓ |
| Use relevant and sufficient evidence to support my claims? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use valid reasoning to demonstrate clear relationships between claims and evidence? | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop counterclaims fairly? | <input type="checkbox"/> | <input type="checkbox"/> |
| Integrate evidence (quotations and paraphrasing) to support claims and counterclaims? | <input type="checkbox"/> | <input type="checkbox"/> |
| Anticipate and address the audience’s knowledge level and concerns? | <input type="checkbox"/> | <input type="checkbox"/> |

| Coherence, Organization, and Style | Drafting | Finalization |
|--|--------------------------|--------------------------|
| Does my response... | ✓ | ✓ |
| Introduce a precise central claim? | <input type="checkbox"/> | <input type="checkbox"/> |
| Develop supporting claims that reinforce or advance the central claim? | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapt content and language to my specific audience? | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapt style of writing to convince my audience of my central claim? | <input type="checkbox"/> | <input type="checkbox"/> |
| Arrange claims, counterclaims, evidence, and reasoning to create clear relationships among all the components of the argument? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that captures the readers’ attention and interest? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have an introduction that establishes the topic and central claim of my argument? | <input type="checkbox"/> | <input type="checkbox"/> |
| Provide a conclusion that follows from and supports the argument? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|--------------------------|--------------------------|
| Establish and maintain a formal style and objective tone? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use precise language to clearly explain the topic and claims? | <input type="checkbox"/> | <input type="checkbox"/> |
| Incorporate effective word choice to strengthen writing? | <input type="checkbox"/> | <input type="checkbox"/> |
| Include varied syntax to contribute to a cohesive and compelling argument?* | <input type="checkbox"/> | <input type="checkbox"/> |
| Include transitional words and phrases that clearly show the relationship between sentences and paragraphs?* | <input type="checkbox"/> | <input type="checkbox"/> |
| Control of Conventions | Drafting | Finalization |
| Does my response... | ✓ | ✓ |
| Cite sources using proper MLA style and formatting? | <input type="checkbox"/> | <input type="checkbox"/> |
| Use proper punctuation for quotations and citations? | <input type="checkbox"/> | <input type="checkbox"/> |

*Asterisks indicate new items added in this lesson.

Model WR.1 Revision Exit Slip: Cohesion and Flow

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

Directions: In the first column, record the original passage from your argument. In the second column, record the revised passage. In the third column, explain why the revision is effective.

| Original Passage | Revised Passage | Explanation |
|---|---|--|
| Amy Norton reports in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” the researchers at the U.S. Centers for Disease Control and Prevention found that “nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.” | In fact, as Amy Norton reports in the article “Kids Still Getting Too Much ‘Screen Time’: CDC,” the researchers at the U.S. Centers for Disease Control and Prevention found that “nearly three quarters [of teens] spent at least two hours a day watching TV and using a computer.” | I added the transitional phrase “In fact” at the beginning of this sentence to provide a cue that this quote is related to information in the previous sentence. |
| Screens limit face-to-face communication, and overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. | Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. | I broke this into two sentences to vary the syntax and create rhythm with the sentence that follows. |
| It is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. | However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. | I added the word “However” to the beginning of paragraph 3 in order to convey that not only is screen time addictive, but it can also cause brain damage. |

Appendix 1: Varied Syntax

Explain to students that *syntax* refers to the arrangement of words and phrases to create well formed sentences. *Syntax* also relates to the impact that this arrangement has on a reader’s understanding of an author’s purpose or point of view.

- ① Consider asking students to volunteer the definition of *syntax* before providing it to the class.
 - ▶ Students write the definition of *syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

- ① Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.
- **Example 1:** Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain.
- **Example 2:** Excessive multitasking is dangerous for the brain, and using technology frequently throughout the day often requires people to multitask.

Instruct students to Turn-and-Talk about the following questions:

Compare how the words and phrases are arranged in each example.

- ☞ In the first example, the sentence begins with technology use and then how often and when people use it. Then, the sentence brings up multitasking and its effects on the brain. However, in the second example, the sentence begins with multitasking’s danger for the brain and then brings up technology use and its link to multitasking.

What is the effect of word order on the emphasis and meaning in each sentence?

- ☞ Student responses may include:
 - By beginning the first example sentence with the phrases about technology use and its frequency before bringing up multitasking, the writer clarifies that it is the frequency of technology use that leads to multitasking. By ending the sentence with the effects of “excessive multitasking” on the brain, the writer emphasizes the claim that frequent technology use “dangerous for the brain.”
 - By beginning the second example sentence with the phrases about too much multitasking being harmful to the brain, the writer first emphasizes the danger of multitasking before bringing up the claim that frequent technology use leads to multitasking.

Lead a brief whole-class discussion of student responses. Then explain to students that sentences with simple syntax are short (with few phrases). Sentences with complex syntax may be longer (with many

phrases). Changes in word order or sentence length and complexity are called *variations in syntax*. Explain to students that writers vary syntax to emphasize certain ideas and/or create a stylistic effect. For example, a writer can vary syntax to quicken the pace with short sentences or lengthen the pace with longer sentences.

- ▶ Students write the definition of *variations in syntax* in the appropriate section of their vocabulary journals.

Post or project the following examples.

① Example 1 is taken from paragraph 5 of the Model Argument (refer to Lesson 10). Example 2 has been modified from the model.

- **Example 1:** Nevertheless, constant use of technology has its disadvantages. Screens limit face-to-face communication. Overusing digital media can inhibit social development by preventing people from making and developing meaningful connections with each other. Attachment to a screen or e-mail inbox becomes a replacement for engaging with other human beings. This social separation is especially damaging for children. According to Dr. Angela Diaz, the Internet is not a valid substitute for social interaction. She argues, “It’s important for kids to be connected to people” and “not just isolated in their own rooms” (Norton). Likewise, according to a communications professor at Stanford, “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (Richtel). In other words, people lose the ability to positively and effectively interact with one another and form relationships.
- **Example 2:** Technology can have disadvantages. Screens limit face-to-face communication. Digital media can inhibit social development. Digital media can prevent people from making and developing relationships. People replace each other with screens and e-mail inboxes. Social separation is bad for children. Dr. Angela Diaz says that the Internet cannot substitute social interaction. She says, “It’s important for kids to be connected to people” and “not just isolated in their own rooms” (Norton). According to a Stanford professor, “the ultimate risk of heavy technology use is that it diminishes empathy by limiting how much people engage with one another, even in the same room” (Richtel). People are unable to interact and form relationships.

Instruct students to read the examples and Turn-and-Talk about the following questions.

How does the writer vary syntax in these paragraphs?

- 🗨 Student responses may include:
 - In the first example, the writer varies syntax by combining sentences with transitional words like “nevertheless,” “by,” “this,” and “likewise.”
 - In the first example, the writer also varies syntax by using both long, complex sentences and short, simple sentences in which the order of words in each sentence is different.

- The second example uses mostly short, simple sentences. Also, the writer repeats the same syntax in each sentence as the words and phrases are ordered in the same way, so the syntax is not varied.

① **Differentiation Consideration:** If students struggle, consider using a masterful reading of this example set. This practice supports students' understanding of varied syntax by allowing them to hear the effect of structure on the rhythm of the sentence.

What is the effect of the varied syntax on meaning, style, and emphasis in these examples?

🗨️ Student responses may include:

- In the first example, the varied syntax makes the connections between ideas clear, which contributes to the overall cohesiveness of the paragraph. The variations in syntax make the paragraph easier to read, because the sentences are not choppy, which adds to the power of the argument.
- The repetitive syntax in the second example makes the paragraph sound choppy with incomplete and vague ideas. The lack of varied syntax in the second example makes the paragraph more difficult to read, and the connections between ideas are less clear. The lack of variation also makes the paragraph less engaging to read, which takes away from the power of an argument.

① **Differentiation Consideration:** If students struggle to answer these questions, consider providing more examples from the model argument (complete model in Lesson 10) or other student essays to assist in their understanding of how variations in syntax can affect the meaning, emphasis, and style of a piece of writing.

Lead a brief whole-class discussion of student responses. Explain to students that varied syntax can give significant strength to their arguments. Varying the length and structure of sentences can help readers engage with the text and strengthen the power, pacing, and flow of the argument.

Appendix 2: Transitional Words and Phrases

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. Explain to students that *transitions* are words and phrases that are used to create cohesion.

- ▶ Students write the definitions of *cohesion* and *transitions* in the appropriate section of their vocabulary journals.

Explain to students that achieving cohesion and successfully using transitions are important aspects of careful revision. 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.

Distribute the Transitions Handout. Explain that the handout provides a variety of transitional words to use in specific cases. Explain to students that the words are grouped together by the way they are used. For example, words like *furthermore* and *besides* are used for addition, which means they can be used to continue a line of reasoning or sustain a thought between sentences or paragraphs. Phrases like *in the same way* or the word *likewise* can be used to show that ideas are similar.

- ▶ Students listen and examine the handout.

Instruct students to form pairs or small groups. Post or project the following two paragraphs and instruct student pairs or groups to identify and record words and phrases that support transition and cohesion between sentences and paragraphs.

① Example 1 is taken from paragraph 3 of the Model Argument (refer to Lesson 10). Example 2 is modified from paragraph 4 of the Model Argument (refer to Lesson 10).

- **Example 1:** However, it is not simply the addictive quality of digital media that is concerning; this kind of extensive use is actually harmful to the brain. Using technology frequently throughout the day often requires people to multitask, and excessive multitasking is dangerous for the brain. Research has shown that “[h]eavy multitaskers actually have more trouble focusing and shutting out irrelevant information ... and they experience more stress” (Richtel). These effects continue even when people stop multitasking, effectively changing the way the brain works, according to brain scientist Nora Volkow (Richtel). In the article “Education 2.0 Never Memorize Again?” writer Sarah Perez states that because of the overuse of technology, “sustained concentration” is a skill that is “fading away.” Ultimately, the long-term effect of excessive multitasking is the inability to give full concentration to whatever information is at hand, which inhibits intellectual development.
- **Example 2:** Some research indicates that using technology can benefit a person’s brain. Perez reports that “our exposure to the net is impacting the way our brains form neural pathways ... [which] makes us adept at filtering information, making snap decisions, and fielding the incoming

digital debris.” People’s brains are growing in new ways from using screens. One study showed that playing fast-paced video games can improve a person’s reaction time and ability to see details, which are skills that can be applied in the real-world, like when driving (Richtel).

Instruct students to answer the following questions in their pairs or groups before sharing out with the class. Instruct students to use the Transitions Handout as a reference.

Which of these paragraphs is more cohesive and why?

- ☞ The first paragraph is more cohesive. The paragraph relies on transitional words and phrases, like “however,” “ultimately,” and “these effects” to connect and relate the evidence and reasoning to the claim and move from one idea to another.

Which of these paragraphs is less cohesive and why?

- ☞ The second paragraph contains valuable information, but it lacks transitional words and phrases to help link ideas or qualify relationships. There is no connection in the first sentence or last sentence of this paragraph to indicate how it is linked to the paragraph before it or after it. There are also no transitions between sentences.
- ① **Differentiation Consideration:** If students struggle to identify differences between the paragraphs, consider preparing a highlighted version of the paragraphs, annotating the transitional words and phrases in the first example and the lack of transitional words and phrases in the second example.
- ① **Differentiation Consideration:** If students need additional practice using transitional words and phrases, instruct students to work in pairs or small groups to add transitions to the second example paragraph above.
 - ▶ Students add transitional words and phrases.

Lead a brief whole-class discussion of student responses.

What specific words and phrases in the more cohesive paragraph create effective transitions and contribute to cohesion?

- ☞ Student responses should include:
 - “However”
 - “actually”
 - “and”
 - “These effects”
 - “Ultimately”
 - “which”

How does each transitional word or phrase contribute to the paragraph?

🗨️ Student responses may include:

- The word “However” shows that ideas in this paragraph may be somewhat different from ideas in the previous paragraph.
- The word “actually” indicates that there is real support or evidence for the assertion that “extensive use [of technology] is harmful to the brain.”
- The word “and” shows that multitaskers suffer in more ways than one.
- The phrase “These effects” connect prior information to a new idea.
- The word “Ultimately” suggests that the paragraph or idea is coming to a conclusion.
- The word “which” indicates a cause and effect relationship between “excessive multitasking” and “inhibit[ed] intellectual development.”

Lead a brief whole-class discussion of student responses. Explain to students that creating effective transitions is crucial to crafting a compelling argument. Effective use of transitional words and phrases improves the logical presentation of information and is important for making clear connections among the claims, evidence, and reasoning in an argument.

Transitions Handout

| | | | | | |
|--------------|--|---------------|--|--------------|--|
| Name: | | Class: | | Date: | |
|--------------|--|---------------|--|--------------|--|

| Addition (to add an idea) | Illustration (to give an example) | Comparison (to show how ideas are similar) | Contrast (to show how ideas are different) | Explanation (to explain an idea) |
|--|--|--|--|--|
| again also besides finally first furthermore in addition lastly secondly | e.g., for example for instance specifically such as to demonstrate to illustrate | equally in the same way likewise similarly | although at the same time however in contrast nevertheless nonetheless on the contrary otherwise yet | i.e., in other words that is to clarify to explain |
| Emphasis (to highlight an idea) | Conclusion (to end a passage) | Cause and Effect (to show why) | Time (to show when and where) | Concession (to introduce counterclaims) |
| especially importantly indeed in fact of course significantly surely | finally in conclusion in the end lastly to conclude | as a result because consequently for this reason hence so that therefore | after during meanwhile next simultaneously then when while | admittedly even so granted it is true of course on the other hand regardless |

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