

Exploring Connectives

Mid-Continent Comprehensive Center (MC3)
Regional ELL/CCSS Task Force
Rosie Garcia-Belina, Ed.D.

Conjunction or Connectives

- The Common Core State Standards (CCSS) require students to use language cohesively and to be able to develop different methods of linking paragraphs in oral and written language.
- To do so, it is imperative students learn appropriate use of conjunctions and connectives since both have similar grammar functions.
- A conjunction normally connects two sentences, while connectives are used as connecting words within a sentence.
- They are generally used to indicate different purposes, such as addition, sequence, consequence and/or contrast. They are also used to indicate reason and time.

Use of Connectives

- Connectives can be one word or a phrase.
- The purpose of the words or ideas to be connected will determine the type of connective used.
- Connectives can be also used as starters of a paragraph or clause, whereas conjunctions generally cannot.

Basic Rules For Using Connectives

- The different types of connectives are not interchangeable.
- The sentences/ideas being connected must be related.
- Connectives are usually used only once in a sentence.

Connectives Used for Different Purposes

Adding	Cause & Effect	Sequencing	Contrasting
and, also, as well as, moreover, furthermore, besides, in addition, etc.	because, so, therefore, thus, consequently, as a result of, etc.	next, then, first, second,... finally, meanwhile, after, etc.	whereas, instead of, alternatively, otherwise, unlike, on the other hand, in contrast, etc.
Qualifying	Emphasizing	Illustrating	Comparing
however, although, unless, except, if, as long as, apart from, yet, despite, etc.	above all, in particular, especially, significantly, indeed, notably, most of all	for example, such as, for instance, as revealed by, in the case of, as shown by, etc.	equally, in the same way, like, similarly, likewise, as with, as compared with, etc.

Suggested Teaching Strategies

- Provide grids as scaffolds to sort and identify connectives.
- Play cooperative games to practice skills and metalanguage.
- Model how to connect different sentences into a cohesive text using the appropriate connective, then ask students to connect sentences on their own or in small groups when working with English language learners (ELLs).
- Prior to the lesson, expose students to the connectives found in the text you will be using.

Examples of Using Connectives

- The teacher liked my grades, **in particular** my 100% grade for writing. (emphasizing)
- I can go out with friends, **as long as** I am home by 9:00 p.m. (qualifying)
- The film is long and boring, **whereas** the book is thrilling and well written. (contrasting)
- Class debates are interesting, **for example** the one about the Civil War. (illustrating)
- Today, we completed the chapter on cells; **therefore**, we will have a quiz on this topic tomorrow.

Using Connectives with ELLs

Teachers can simplify a text by taking away some clauses and/or words to provide ELLs with materials at their level of English language proficiency.

All students:

*The library on the second floor is one of the best places to read. **Moreover**, it has hundreds of the most interesting books and magazines.*

ELL Beginners:

The library is on the second floor. It has many books.

*The library is on the second floor. **Moreover**, it has many books.*

Activity #1

Complete the blanks with the appropriate connective from the list at the bottom:

1. I put a note beside his cereal bowl; _____, he would not notice it.
2. She married him _____ he was extremely rich.
3. You should study more, _____ you might fail your exams.
4. Sarah was not smiling. _____, Sarah was already lonely.
5. I will go for a walk if the weather is nice; _____, you can ride your bike.

(since, because, furthermore, otherwise, likewise)

Activity #2

Directions

1. Review pages from text and assign pages *based on language levels*.
2. Provide copies or have students use text. Ask them to identify connectives in text and circle them.
3. Have students share the connectives they identified.

All students

Work independently and classify type of connectives.

Beginners

Work in teams or pairs.

Suggestions for Additional Activities

Listening

- Teacher reads passages or pages from text, and students stand when they hear a connective.

Writing

- Students write sentences using each connective.

Additional Resources

Aarts, Bas (2011). *Oxford modern English grammar*. Oxford University Press.

Azar, B. S. (2009). *Understanding and using English Grammar*. New Jersey, NJ: Prentice Hall Greenbaum, S. (1990). *A student's grammar of the English language*.

Huddleston, Rodney D. (1984) *Introduction to the grammar of English*. Cambridge: Cambridge University Press.

Huddleston, Rodney D. (1988) *English grammar: An outline*. Cambridge: Cambridge University Press.



For additional information, please contact

MC3 REGIONAL ELL/CCSS TASK FORCE
c/o the University of Oklahoma

Rosie García Belina, Ed.D., Coordinator

405.200.2242

rbelina@ou.edu



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