

1. Transitions and logical relationships

SAT Clarity teaching kit

Original supplementary instruction

Teaching notes

Introduce the skill. These materials are independent of College Board.

2. Learning goal

Identify the relationship between sentences and select a transition that preserves the logic.

Before starting: Distinguish claims, examples and contrasts

Teaching notes

Ask learners to restate the goal. Check the prerequisite before proceeding.

3. Diagnostic

The road was icy. _____, drivers reduced their speed.

- A. However
- B. Consequently
- C. For example
- D. Similarly

Teaching notes

Allow quiet thinking before sharing. Record reasoning rather than just the letter.

4. Diagnostic reasoning

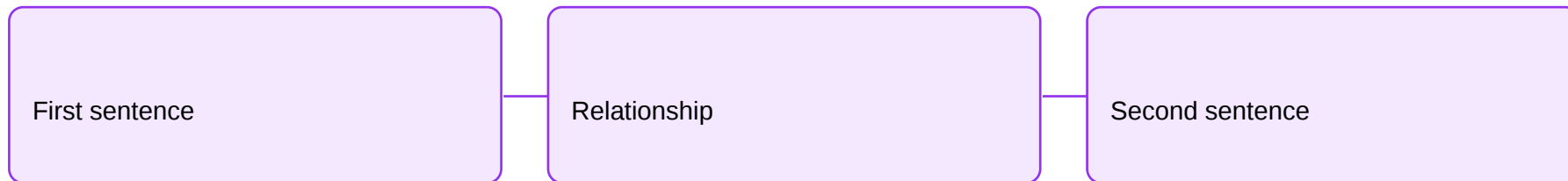
Slower driving follows from icy conditions.

Teaching notes

Answer: B. A: Contrast does not express the expected safety response. B: Slower driving follows from icy conditions. C: The second sentence is a result rather than a specific example of a broad class. D: No comparison to another response is supplied.

5. Relationship before wording

Read both sentences together. Decide whether the second adds, contrasts, explains a result or illustrates the first.

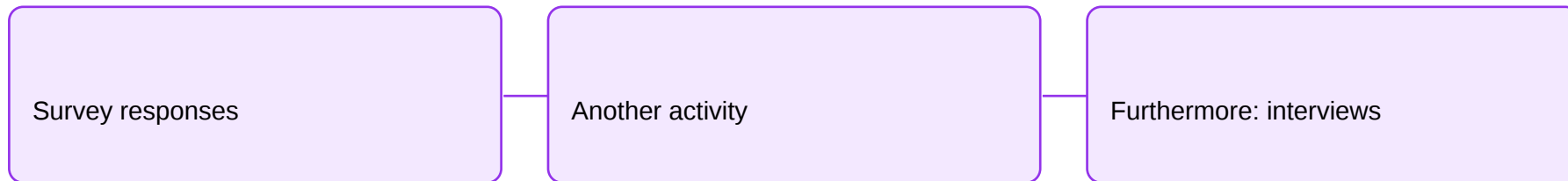


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

6. Addition

Moreover and furthermore add a related point. Similarly highlights a relevant similarity.

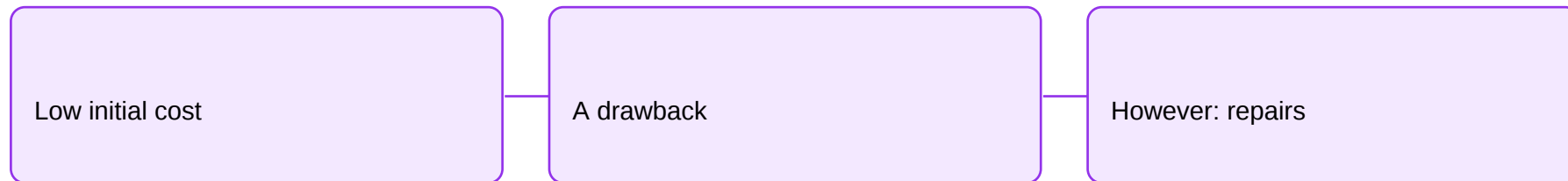


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

7. Contrast and concession

However marks contrast. Nevertheless and even so acknowledge a second fact despite the first.

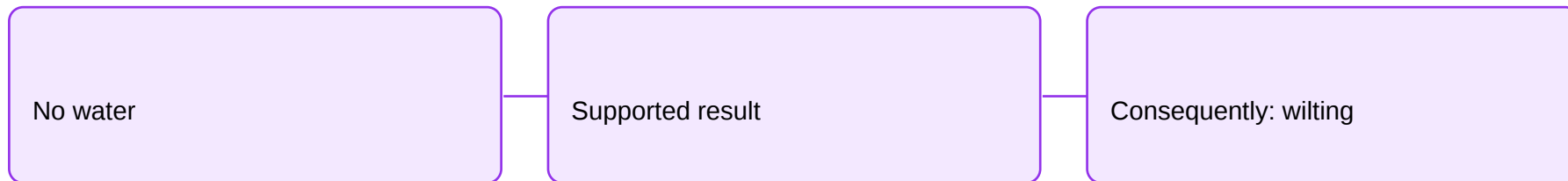


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

8. Cause and result

Therefore and consequently introduce a result supported by the preceding information. Sequence alone does not prove causation.

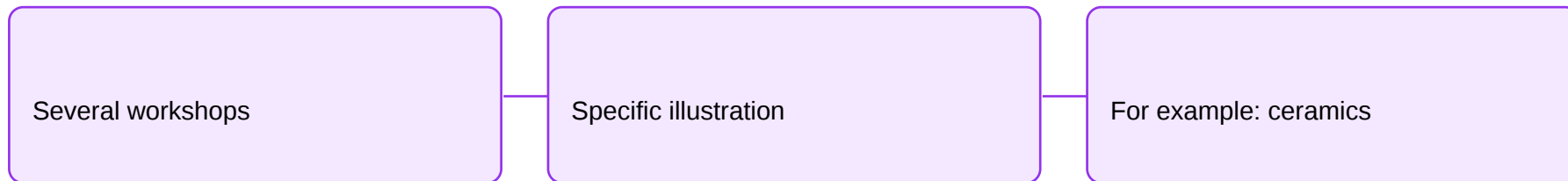


Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

9. Example and detail

For example illustrates a broader claim. Specifically narrows a general statement to a precise detail.



Teaching notes

Ask for an explanation in the learner's own words. Connect this concept to the next worked example.

10. Worked example 1

The first design was inexpensive. _____, it required frequent repairs.

- A. Therefore
- B. Similarly
- C. However
- D. For instance

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

11. Example 1 reasoning

However contrasts low initial cost with a drawback.

Teaching notes

Answer: C. A: Expense does not establish that repairs must follow. B: The second quality contrasts with the advantage. C: However contrasts low initial cost with a drawback. D: Repairs are not an example of being inexpensive.

12. Worked example 2

The center offers several workshops. _____, it runs a weekly ceramics class.

- A. For example
- B. Nevertheless
- C. Therefore
- D. Conversely

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

13. Example 2 reasoning

The ceramics class illustrates the broader workshop offering.

Teaching notes

Answer: A. A: The ceramics class illustrates the broader workshop offering. B: No unexpected opposing fact appears. C: Offering workshops does not cause a ceramics class as a logical consequence. D: The second sentence does not reverse the first.

14. Worked example 3

The team collected survey responses. _____, it interviewed several participants to clarify their answers.

- A. In contrast
- B. Furthermore
- C. Consequently
- D. Instead

Teaching notes

Model reading the prompt and identifying the requested quantity or relationship before solving.

15. Example 3 reasoning

The interviews add another information-gathering activity.

Teaching notes

Answer: B. A: Both actions gather information and do not oppose each other. B: The interviews add another information-gathering activity. C: The passage does not establish the interviews as a consequence of the responses. D: The interviews supplement the surveys rather than replace them.

16. Familiar-word guessing

A familiar transition can still express the wrong relationship.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

17. Topic versus logic

Two sentences about the same topic may contrast rather than add support.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

18. Unsupported causation

Therefore requires a supported consequence, not merely the next event.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

19. Punctuation versus meaning

Check the logical relationship even when every option fits the punctuation.

Teaching notes

Ask students to explain how the error changes the result. Use a counterexample if needed.

20. Guided practice 1

The device used less energy than expected. _____, its battery life was shorter than predicted.

- A. Similarly
- B. Therefore
- C. Nevertheless
- D. For example

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

21. Guided practice 1 reasoning

Nevertheless introduces an outcome despite the expected benefit.

Teaching notes

Answer: C. A: The second result conflicts with the expected benefit. B: Lower energy use would not support shorter battery life here. C: Nevertheless introduces an outcome despite the expected benefit. D: The second sentence does not illustrate low energy use.

22. Guided practice 2

The first sample contained no pollen. _____, the second sample also lacked pollen.

- A. However
- B. Similarly
- C. As a result
- D. Instead

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

23. Guided practice 2 reasoning

Both samples share the absence of pollen.

Teaching notes

Answer: B. A: The outcomes agree rather than contrast. B: Both samples share the absence of pollen. C: One sample does not cause the other sample's result. D: The second does not replace an action in the first.

24. Guided practice 3

The museum changed its opening hours. _____, it began closing at 8 p.m. on Fridays.

- A. Specifically
- B. Conversely
- C. Nevertheless
- D. Therefore

Teaching notes

Learners solve first. Ask partners to justify a choice and reject an alternative.

25. Guided practice 3 reasoning

The Friday schedule specifies the change.

Teaching notes

Answer: A. A: The Friday schedule specifies the change. B: No opposite change appears. C: The detail does not occur despite the change. D: The second sentence identifies the change rather than its separate consequence.

26. Independent practice 1

The seedlings received no water for ten days. _____, their leaves wilted.

- A. For example
- B. Consequently
- C. Similarly
- D. However

Teaching notes

Answer: B. A: Wilting is a result in this context. B: The lack of water explains the wilting. C: No comparable group appears. D: Wilting is expected rather than contrasting.

27. Independent practice 2

The report praised the project's speed. _____, it criticized the project's cost.

- A. Moreover
- B. Therefore
- C. In contrast
- D. For instance

Teaching notes

Answer: C. A: The second evaluation switches from praise to criticism. B: Speed does not establish the cost criticism as a consequence. C: The evaluations differ in direction. D: Cost criticism does not illustrate praise for speed.

28. Independent practice 3

Several plants tolerate dry conditions. _____, some succulents store water in their leaves.

- A. For example
- B. Instead
- C. Conversely
- D. Nevertheless

Teaching notes

Answer: A. A: Succulents provide a specific example with a mechanism. B: No replacement of an action appears. C: The example does not oppose dry-condition tolerance. D: The example supports rather than concedes against the first statement.

29. Exit ticket

The room was small. _____, it comfortably accommodated the entire group.

- A. Therefore
- B. Even so
- C. Similarly
- D. For example

Teaching notes

Answer: B. A: Small size does not support comfortable accommodation as a consequence. B: Even so expresses comfort despite limited size. C: No matching room or comparable outcome appears. D: Accommodation does not illustrate small size. Ask the learner to name one remaining uncertainty.

30. Review and next practice

Independent answers: 1: B, 2: C, 3: A

Return to the concept behind each missed item.

Use the extension question in the worksheet.

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Teaching notes

Review the separate teacher edition for all distractor explanations. Domain mapping source: <https://satsuite.collegeboard.org/higher-ed-professionals/sat-validity/content-domains> . Difficulty estimates are instructional, not empirically calibrated.