

OUTLINE

title _____

I. Introduction

A. hook / opening

INTRODUCE THE ISSUE IN PROMPT

•

B. context / background / tie-in to thesis

•

•

C. rough thesis _____

REFERENCE and RESPOND to PROMPT

Although.....

however....

so,.....

Does this sentence add information?

Use: moreover, furthermore, additionally, or another addition transition.

Does the sentence contrast or contradict?

Use: however, on the other hand, in contrast, or another contrasting transition.

Are you writing something that happens in order?

Use: next, then, or consider using time order like first, second, third, and finally.

Does this sentence add evidence?

Use: for example, consequently, for this reason, or another consequence transition.

Does the sentence emphasize an idea?

Use: obviously, especially, as a rule, particularly or another emphasizing transition.

II. Supporting Paragraph 1

A. rough topic sentence

As we try to understand the

To (reference author's name if included)...

[it means x, y, z....but to a, b, c, it means...]

B. supporting details / examples / analysis

•

•

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•

C. concluding sentence / transition to next paragraph

III. Supporting Paragraph 2

A. rough topic sentence

At first,....

B. supporting details / examples / analysis

Transition Word List

Words to Show Contrast	Words to Add to an Idea	Words That Show Consequence	Words That Add Emphasis
although	additionally	accordingly	admittedly
besides	also	as a result	above all
conversely	again	because	as a rule
however	as well as	consequently	as usual
in contrast	besides	due to	assuredly
in comparison	comparatively	for this reason	certainly
instead	consequently	for this purpose	chiefly
likewise	coupled with	hence	especially
nevertheless	correspondingly	otherwise	granted
on the one hand...on the other hand	furthermore	since	generally speaking
on the contrary	in addition	so then	for the most part
other than	indeed	subsequently	in this situation
outside of	in fact	therefore	no doubt (undoubtedly)
rather	identically	thereupon	obviously
similarly	likewise	this is why	of course
yet	moreover	thus	ordinarily
still	similarly	wherefore	particularly
whereas	whereas		singularly
			unquestionably
			usually

OUTLINE

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C. concluding sentence / transition to next paragraph

IV. Supporting Paragraph 3

A. rough topic sentence

Second,

B. supporting details / examples / analysis

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C. concluding sentence / transition to next paragraph

Use a Variety of Words When Citing Examples

especially	for one thing	in particular (particularly)	specifically
chiefly	as an illustration	markedly	this can be seen in
for/as an example	illustrated with/by	namely	such as
for instance	in this case	including	

V. Supporting Paragraph 4

A. rough topic sentence

Third,

B. supporting details / examples / analysis

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-
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-

C. concluding sentence / transition to next paragraph

Use Different Words to Order Events and Sequence Time

first... second... third...	currently	with this in mind	in turn
generally... furthermore... finally	during	for now	later on
in the first place... also... lastly	earlier	immediately	meanwhile
to be sure... additionally... lastly	eventually	in the meantime	next
first... just in the same way... finally	finally	for the time being	then
basically... similarly... as well as	first of all	the next step	simultaneously
afterward	to begin with	in conclusion	soon
at first	in the first place	in time	while

OUTLINE

Supporting Paragraph _____ [as many additional support paragraphs as needed]

A. rough topic sentence

B. supporting details / examples / analysis

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-
-
-

C. concluding sentence / transition to next paragraph

Conclusion

A. summarize main points

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-
-

B. restate thesis statement

C. closing lines

Use Interesting Words When Summarizing

after all	in any event	in other words	on balance
all in all	in brief	in short	that is (that is to say)
all things considered	in conclusion	in brief	therefore
briefly	in essence	in summary	to put it differently
by and large	indeed	in the final analysis	to sum up
hence	on the whole	in the long run	to summarize
in any case	overall	namely	finally

SUMMARIZE and PREDICT



The simple future with **will** is one of the ways that we can make predictions. We can use this form to make almost any prediction about the future, whether we are talking about tomorrow or a hundred years from now.

Predictions based on existing evidence
If we want to make a prediction based on a situation that we can see right now, we must use the future with **going to**.

OUTLINE

Testing a Working Thesis

Once you have come up with a working thesis, you can use the following questions to evaluate it.

- Does your thesis answer a question, propose a solution to a problem, or take a position in a debate?
- Does the thesis require an essay's worth of development? Or will you run out of points too quickly?
- Is the thesis too obvious? If you cannot come up with interpretations that oppose your own, consider revising your thesis.
- Can you support your thesis with the evidence available?
- Can you explain why readers will want to read an essay with this thesis? Can you respond when a reader asks "So what?"

Sentence Frames

Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____." Note the sentence can be filled in with any content; this differs from closed sentences that often have only a few possibilities.

To increase the complexity of the sentence, we can change the frame to incorporate a different structure and higher-level academic terms. Note how the following examples increase the level of language used:

- _____ have _____, however _____ have _____.
- Whereas _____ have _____, _____ have _____.
- Despite the fact that _____ have _____, _____ have _____.

Sentence Starters

Similar to sentence frames, sentence starters provide a partial frame for students to begin their sentence or idea. However, sentence starters only begin the idea, and students must complete the idea from there. For example, students sequencing a series of events might use the following sentence starters in their oral or written summaries:

- The first thing that happened was ...
- After that ...
- The following important event was ...
- Earlier in the story ...
- Immediately following that ...

Sample signal words and phrases:

- **Cause and effect:** If ... then, for this reason, so, because, one reason for, thus, consequently, accordingly
- **Description and elaboration:** Includes, belongs, is called, explain, for example, in other words, described, such as