

# SENTENCE STARTERS

## INTRODUCTION

In this essay...  
 The central theme...  
 The essay discusses...  
 The issue focused on...  
 The key aspect discussed...  
 The theme of this essay/article...  
 We will be discussing...

## COMPARISON AND CONTRAST

Although...  
 However...  
 Complementary to this...  
 In comparison...  
 Likewise...  
 Nevertheless...  
 On the contrary...  
 On the one hand...  
 Other than...  
 Outside of...  
 Rather...  
 Whereas...

## CAUSE AND RESULT

As a result...  
 Because...  
 Due to the fact that...  
 For this purpose...  
 For this reason...  
 Otherwise...  
 Since...  
 Subsequently...  
 That is why...  
 Therefore...  
 This means that...  
 With regard to...

## TO EMPHASISE

Above all...  
 As a rule...  
 As usual...  
 Certainly...  
 Especially...  
 For the most part...  
 Generally speaking...  
 In this situation...  
 Merely...  
 No doubt...  
 Obviously...  
 Of course...

## COMMON AND UNCOMMON IDEAS

A few...  
 Not many...  
 On occasion...  
 Rarely...  
 Seldom...  
 Unusually...  
 Almost all...  
 Commonly...  
 Numerous...  
 Quite often...  
 Significant...  
 The majority...

## TO SHOW EXAMPLES

As an example...  
 As an illustration...  
 Especially...  
 For example...  
 For instance...  
 In this case...  
 Merely...  
 Specifically...  
 Such as...  
 This can be seen...  
 To illustrate this...  
 You might consider...

## TO SHOW TIME AND ORDER

Additionally...  
 After this...  
 Afterwards...  
 Earlier...  
 Finally...  
 First of all...  
 Firstly, secondly, thirdly...  
 In the first instance...  
 To begin with...  
 With this in mind...

## CONCLUSION

Hence...  
 In conclusion...  
 In summary...  
 To conclude...  
 To review...  
 It has been demonstrated that...  
 To sum up...  
 To summarise...  
 We have seen that...

# Academic Essay Sentence Starters

**Alan R. Hirvela,Diane Belcher**

## Academic Essay Sentence Starters:

**Argumentative Writing in a Second Language** Alan R. Hirvela,Diane Belcher,2021-12-13 Argumentative Writing in a Second Language is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

**Chinese-Heritage Students in North American Schools** Wen Ma,Guofang Li,2016-03-02 This comprehensive look at Chinese heritage students academic sociocultural and emotional development in the public schools examines pertinent educational theories complex even inconvenient realities learning practices in and outside of schools and social cultural and linguistic complications in their academic lives across diverse settings homes and communities Chinese heritage students are by far the largest ethnic group among Asian American and Asian Canadian communities but it is difficult to sort out their academic performance because NAEP and most state province databases lump all Asian students results together To better understand why Chinese heritage learners range from academic role models to problematic students in need of help it is important to understand their hearts and minds beyond test scores This book is distinctive in building this understanding by addressing the range of issues related to Chinese heritage K 12 students languages cultures identities academic achievements and challenges across North American schools

**Generative AI for Students** David Meechan,2024-12-07 How can you make the most of Generative AI at college or university Using Generative Artificial Intelligence as a student can be confusing and challenging This authoritative guide equips you with the practical knowledge to confidently leverage Generative AI as a powerful study aid Exploring a wide spectrum of topics from demystifying jargon and fostering critical thinking to addressing diversity inclusion and academic integrity this book is an essential companion for any student looking to enhance their academic skill set and achieve success in their studies By the end of this book you will Become critically literate at using Generative AI Understand what the ethical use of Generative AI looks like in practice Learn how to use Generative AI to enhance traditional study methods Encounter real life case studies and worked through examples to put theory into practice Gain a comprehensive grounding in how to engage with Generative AI Tools

**English Learners at the Top of the Class** Mayra C. Daniel,2017-06-14 English Learners at the Top of the

Class is a practice oriented book that also contributes to the professional literature It is written for teacher candidates and both new and experienced practicing teachers who want to design and deliver effective instructional paradigms across this country's diverse classrooms Chapter authors bring to this book their experiences as teachers at levels K-12 Many of them learned English as a second language and experienced life as an EL in U.S. classrooms They were all teachers who along the way began to work with ELs Their engagement with culturally diverse students led them to become teacher educators They are committed to preparing teachers who are energized to learn about their ELs cultures and who want to make the schoolhouse a culturally responsive environment [Building Literacy with English Language Learners, Second Edition](#)

Kristin Lems, Leah D. Miller, Tenena M. Soro, 2017-08-16 How can linguistics help teachers of English language learners (ELLs) improve their instruction? What specific competencies do ELLs need to build in order to speak, listen, read, and write in a new language? Now revised and expanded with a broader view of literacy, this book has guided thousands of inservice and preservice teachers to understand the processes involved in second language acquisition and help ELLs succeed. The authors explain relevant linguistic concepts with a focus on what works in today's diverse PreK-12 classrooms. Effective teaching strategies are illustrated with engaging classroom vignettes; the volume also features instructive discussion questions and a glossary. First edition title: *Teaching Reading to English Language Learners*. New to This Edition: Broader view of literacy, increased attention to oral language and writing, as well as reading Chapter on digital learning, plus new content on digital technology throughout the book. Even more user friendly additional classroom suggestions from real teachers, vignettes and examples, and graphics illustrating linguistic concepts. End of chapter challenge questions that inspire deeper reflection.

Coverage of timely topics such as numeracy and the language innovations of text messages **A Developmental Approach**

**Investigating Differences in the Way High School Students of Varying Performance Levels Conceptualize**

**Academic Essay Writing** Loretta Sue Kane, 2005 **Write with Style** Ruthie Elora Smith, 2003 **Improving Education for English Learners**, 2010 **The Nitty-Gritty Classroom and Behavior Management Resource** Belinda Christine Tetteris, 2006-09-13 This book will help teachers better relate to understand and love their job by providing a professional resource that contains ideas and reproducibles for bulletin boards, planning, differentiation, assessments, record keeping, substitutes, behavior management, conferences, newsletters, report card comments, teaching, reading centers, and much more.

**Best Practices in Adolescent Literacy Instruction, First Edition** Kathleen A. Hinchman, Heather K.

Sheridan-Thomas, 2008-04-15 Covering everything from day to day learning activities to schoolwide goals, this engaging book reviews key topics in literacy instruction for grades 5-12 and provides research based recommendations for practice. Leading scholars present culturally responsive strategies for motivating adolescents using multiple texts and digital media, integrating literacy instruction with science, social studies, and math, and teaching English language learners and struggling readers. Vivid case studies, thoughtful discussion questions and activities in each chapter, and detailed ideas for program and lesson

planning make this an indispensable classroom resource and professional development tool      *Picture this* Lindsey Krabbenhoft,2008    **Writing with Confidence** Alan Meyers,2000    **Writer's Solution** Prentice Hall PTR,1996    *Allez, Viens!: level 2* John DeMado,2000    Eight Approaches to Teaching Composition Timothy R. Donovan,Ben W. McClelland,1980    **Trail and Timberline** ,1927    **Dyslexia and Stress** Thomas Richard Miles,2004-01-26 Though a good deal is known about the remediation of dyslexics of all ages there is growing awareness among teachers and others that there is much more to their work than teaching literacy skills Most of us experience stress at some point in our lives but experience suggests that dyslexics are particularly vulnerable to it This book presents documented evidence on the subject The second edition has been substantially rewritten and contains contributions from both dyslexics and non dyslexics Many of the contributors to the first edition have substantially rewritten their original chapters Among the new contributors are Morag Kiziewicz herself dyslexic and a learning support manager at the University of Bath Michael Lea a professional musician and Julian Cox who in the editor's view was unjustly convicted of murder by the courts when the whole event leading to this was a tragic accident brought about by his disabilities All describe the ways in which dyslexia has influenced their lives There are also chapters by Lindsay Peer who writes from her standpoint as education officer of the British Dyslexia Association and Melanie Jameson who is advisor to the Adult Dyslexia organization and speaks of the way dyslexics stresses in the lawcourts sometimes lead to serious miscarriages of justice    **El-Hi Textbooks & Serials in Print, 2003** ,2003  
**School Library Journal** ,2007    **Video Source Book** ,2006 A guide to programs currently available on video in the areas of movies entertainment general interest education sports recreation fine arts health science business industry children juvenile how to instruction

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