

### Sentence Frameworks/Stems

#### I. Elaboration/Description

- a. \_\_\_\_\_ shows \_\_\_\_\_.
- b. \_\_\_\_\_ can be described as \_\_\_\_\_.
- c. Usually, \_\_\_\_\_.
- d. \_\_\_\_\_ is called \_\_\_\_\_ and related to \_\_\_\_\_.
- e. \_\_\_\_\_ is used to illustrate \_\_\_\_\_.
- f. Characteristics of \_\_\_\_\_ include \_\_\_\_\_ and \_\_\_\_\_.
- g. \_\_\_\_\_ can be characterized by \_\_\_\_\_.
- h. \_\_\_\_\_; in other words \_\_\_\_\_.
- i. \_\_\_\_\_ can be defined as \_\_\_\_\_ and second as \_\_\_\_\_.
- j. \_\_\_\_\_ is \_\_\_\_\_; for instance, \_\_\_\_\_.
- k. \_\_\_\_\_ happens \_\_\_\_\_.
- l. An example of \_\_\_\_\_ is \_\_\_\_\_.
- m. \_\_\_\_\_ rests among \_\_\_\_\_ and near \_\_\_\_\_.

#### II. Cause and Effect

- a. \_\_\_\_\_ was \_\_\_\_\_ caused by \_\_\_\_\_.
- b. The \_\_\_\_\_ because \_\_\_\_\_.
- c. Because of \_\_\_\_\_, the \_\_\_\_\_ is \_\_\_\_\_.
- d. \_\_\_\_\_; therefore, \_\_\_\_\_.
- e. As a result of \_\_\_\_\_, \_\_\_\_\_.
- f. If \_\_\_\_\_, then \_\_\_\_\_.
- g. In order to \_\_\_\_\_, \_\_\_\_\_.
- h. For this reason, \_\_\_\_\_.
- i. \_\_\_\_\_ has been caused by \_\_\_\_\_, thus \_\_\_\_\_.
- j. Due to the fact that \_\_\_\_\_, it seems evident that \_\_\_\_\_.
- k. \_\_\_\_\_ has led to \_\_\_\_\_. For this reason, I believe that \_\_\_\_\_.
- l. If \_\_\_\_\_ is \_\_\_\_\_, then I predict that \_\_\_\_\_.

#### III. Compare and Contrast

- a. \_\_\_\_\_ is \_\_\_\_\_-er than \_\_\_\_\_.

- b. \_\_\_\_\_ is the \_\_\_\_\_-est when compared to \_\_\_\_\_.
- c. \_\_\_\_\_ and \_\_\_\_\_ are similar because they are both \_\_\_\_\_.
- d. \_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_ is \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_.
- e. \_\_\_\_\_ is \_\_\_\_\_; however, \_\_\_\_\_ is \_\_\_\_\_.
- f. Unlike, \_\_\_\_\_, \_\_\_\_\_.
- g. While \_\_\_\_\_ is different from \_\_\_\_\_, \_\_\_\_\_.
- h. \_\_\_\_\_ is \_\_\_\_\_ opposed to \_\_\_\_\_, which is \_\_\_\_\_.
- i. Not only is \_\_\_\_\_, but \_\_\_\_\_.
- j. Although \_\_\_\_\_ and \_\_\_\_\_ have some similar characteristics, they are very different \_\_\_\_\_.
- k. While \_\_\_\_\_ is able to \_\_\_\_\_, \_\_\_\_\_ does not have that capability/feature \_\_\_\_\_.
- l. The most important difference is that \_\_\_\_\_ has \_\_\_\_\_, while \_\_\_\_\_ has \_\_\_\_\_.
- m. Just as \_\_\_\_\_, so too \_\_\_\_\_.
- n. By comparing \_\_\_\_\_ and \_\_\_\_\_, it is clear that \_\_\_\_\_.
- o. While \_\_\_\_\_ and \_\_\_\_\_ are both \_\_\_\_\_, there are several major differences between them.
- p. The primary distinction between \_\_\_\_\_ and \_\_\_\_\_ can be described as \_\_\_\_\_.

#### IV. Sequence

- a. First, \_\_\_\_\_. Then \_\_\_\_\_. Next, there was \_\_\_\_\_ and \_\_\_\_\_.
- b. In the beginning/middle/end (you choose), \_\_\_\_\_.
- c. After (insert action) \_\_\_\_\_, \_\_\_\_\_.
- d. Before \_\_\_\_\_, \_\_\_\_\_.
- e. Initially \_\_\_\_\_, then \_\_\_\_\_.
- f. Immediately after \_\_\_\_\_, \_\_\_\_\_.
- g. Meanwhile \_\_\_\_\_ was taking place.
- h. Once \_\_\_\_\_ happened, then \_\_\_\_\_.
- i. As a result of \_\_\_\_\_, \_\_\_\_\_ happened.
- j. Following \_\_\_\_\_, \_\_\_\_\_.
- k. Previously, \_\_\_\_\_.
- l. Initially \_\_\_\_\_, then \_\_\_\_\_.
- m. Preceding the events of \_\_\_\_\_, \_\_\_\_\_.
- n. Meanwhile \_\_\_\_\_ was occurring.
- o. First, \_\_\_\_\_ happened. Then, \_\_\_\_\_ occurred and \_\_\_\_\_.
- Eventually, \_\_\_\_\_.

- p. For the past \_\_\_\_\_ (set time frame), \_\_\_\_\_.
- q. Immediately following the \_\_\_\_\_, the \_\_\_\_\_ took place/occurred.

#### V. Claim and Evidence

- a. I believe that \_\_\_\_\_. I believe this because \_\_\_\_\_.
- b. I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- c. The evidence suggests that \_\_\_\_\_.
- d. \_\_\_\_\_ proposes that \_\_\_\_\_. She/he supports her/his position by \_\_\_\_\_.
- e. The author's claim is that \_\_\_\_\_ and she/he supports this claim by \_\_\_\_\_.
- f. It is clear that \_\_\_\_\_; therefore, \_\_\_\_\_.
- g. According to \_\_\_\_\_, \_\_\_\_\_ is an important issue/serious problem.
- h. \_\_\_\_\_ justifies this position by \_\_\_\_\_.
- i. While she/he tries to persuade us that \_\_\_\_\_, the evidence suggests \_\_\_\_\_.
- j. Nevertheless, the evidence strongly points to \_\_\_\_\_.
- k. \_\_\_\_\_ argues that \_\_\_\_\_; however opponents suggest \_\_\_\_\_.

#### VI. Reflection as a writer

- a. I have worked the hardest on \_\_\_\_\_. This was a challenge for me because \_\_\_\_\_.
- b. The piece of writing that surprised me most is \_\_\_\_\_ because \_\_\_\_\_.
- c. When I am asked to write something, I \_\_\_\_\_.
- d. I like to write about \_\_\_\_\_.
- e. I can't write when \_\_\_\_\_.
- f. One of my goals this year was \_\_\_\_\_.
- g. Some important things I learned about writing this year were \_\_\_\_\_.
- h. One of the connections my writing has helped me make is \_\_\_\_\_.
- i. I made progress in \_\_\_\_\_. I still need help with \_\_\_\_\_.
- j. In the future, I would like to write \_\_\_\_\_.
- k. I discovered \_\_\_\_\_ about myself as a writer this year.
- l. A goal I have for the future is \_\_\_\_\_.
- m. I usually rewrite/revise by \_\_\_\_\_.
- n. A person I have grown to respect as a writer is \_\_\_\_\_ because \_\_\_\_\_.

#### VII. Peer Editing Stems

- a. One of the most interesting parts was \_\_\_\_\_.

- b. The questions or thoughts I have are \_\_\_\_\_.
- c. The difficult part to understand was \_\_\_\_\_.
- d. How does your writing connect to \_\_\_\_\_?
- e. Something that did not fit in with \_\_\_\_\_ is \_\_\_\_\_.
- f. Your argument was not clear when \_\_\_\_\_.
- g. You nailed it when you wrote \_\_\_\_\_.
- h. Your argument is most persuasive when \_\_\_\_\_.
- i. The supporting details you use are \_\_\_\_\_.
- j. How does the opener \_\_\_\_\_?
- k. Your examples are \_\_\_\_\_.
- l. In comparing only the opening paragraph and the conclusion, I see \_\_\_\_\_.
- m. What other details need to be \_\_\_\_\_.
- n. The point I want to make is \_\_\_\_\_.
- o. The strongest detail is \_\_\_\_\_.
- p. The parts that are confusing are \_\_\_\_\_.
- q. One surprise was \_\_\_\_\_.
- r. The most significant part was \_\_\_\_\_.
- s. The prompt says to \_\_\_\_\_ but you \_\_\_\_\_.
- t. The source used were \_\_\_\_\_.
- u. I do not understand the part where \_\_\_\_\_.
- v. You need to \_\_\_\_\_.

VIII. Stems for self-reflection

- a. I chose these details because \_\_\_\_\_.
- b. I really like what I \_\_\_\_\_.
- c. The strongest section in my essay is \_\_\_\_\_.

- d. I wish I could have found/changed \_\_\_\_\_.
- e. This writing would be stronger if \_\_\_\_\_.
- f. A new strategy I tried is \_\_\_\_\_.
- g. One surprise was \_\_\_\_\_.
- h. I am not satisfied with \_\_\_\_\_ because \_\_\_\_\_.
- i. Something I couldn't figure out was \_\_\_\_\_.
- j. Next time, I will \_\_\_\_\_.
- k. The best part of this is \_\_\_\_\_ because \_\_\_\_\_.
- l. I learned that my writing \_\_\_\_\_.

#### IX. Ways to transition in writing

- a. Between opening sentences and thesis
  - i. This (situation, story, case) illustrates the point that \_\_\_\_\_.
  - ii. This (situation, story, case) is an example of today's problem of \_\_\_\_\_.
  - iii. As in the above situation, I believe \_\_\_\_\_.
  - iv. Although some people believe, I think \_\_\_\_\_.
  - v. In a similar way \_\_\_\_\_.
  - vi. In view of this \_\_\_\_\_.
  - vii. Today, \_\_\_\_\_.
- b. Between body paragraphs
  - i. One of the most important reasons why \_\_\_\_\_ is \_\_\_\_\_.
  - ii. Another point is \_\_\_\_\_.
  - iii. Besides \_\_\_\_\_.
  - iv. Similarly \_\_\_\_\_.
  - v. In fact \_\_\_\_\_.
  - vi. Also \_\_\_\_\_.
  - vii. In other words \_\_\_\_\_.
  - viii. Moreover \_\_\_\_\_.
  - ix. Next \_\_\_\_\_.
  - x. Likewise \_\_\_\_\_.
  - xi. Nevertheless \_\_\_\_\_.
  - xii. In addition \_\_\_\_\_.
  - xiii. On the other hand \_\_\_\_\_.
  - xiv. Furthermore \_\_\_\_\_.
  - xv. However \_\_\_\_\_.
  - xvi. Another example of this is \_\_\_\_\_.
  - xvii. Consequently \_\_\_\_\_.

## c. Body paragraphs to conclusion

- i. All things considered \_\_\_\_\_.
- ii. In conclusion \_\_\_\_\_.
- iii. Finally \_\_\_\_\_.
- iv. Lastly \_\_\_\_\_.
- v. To sum up \_\_\_\_\_.
- vi. It becomes clear that \_\_\_\_\_.
- vii. Thus \_\_\_\_\_.
- viii. Therefore, in summary \_\_\_\_\_.
- ix. As a result, \_\_\_\_\_.
- x. Clearly \_\_\_\_\_.
- xi. Obviously \_\_\_\_\_.
- xii. From this we see \_\_\_\_\_.

## X. Sample Expository Summary Template.

In the article,

\_\_\_\_\_ (title),  
 \_\_\_\_\_ (author), \_\_\_\_\_ (verb) that  
 \_\_\_\_\_ (author's main claim).

According to \_\_\_\_\_ (author),

\_\_\_\_\_ (use this space to explain author's position). In  
 his/her article, \_\_\_\_\_ (author) \_\_\_\_\_ (verb)  
 \_\_\_\_\_ (purpose the article was written); first  
 \_\_\_\_\_ (list the 1<sup>st</sup> main point), secondly  
 \_\_\_\_\_ (list the 2<sup>nd</sup> main point), thirdly \_\_\_\_\_ (3<sup>rd</sup> main  
 point). \_\_\_\_\_  
 (explain the 1<sup>st</sup> main point). \_\_\_\_\_

\_\_\_\_\_ (explain the 2<sup>nd</sup> main point).\_\_\_\_\_ (explain the 3<sup>rd</sup> main point). The article concludes by

\_\_\_\_\_.

## XI. Sample Character Analysis Paragraph Template

In the \_\_\_\_\_ (genre), \_\_\_\_\_ (title),  
 \_\_\_\_\_ (character's name) \_\_\_\_\_ (verb)  
 \_\_\_\_\_ (main trait) as she/he \_\_\_\_\_

(explain her/his situation; what does she/he do?).

\_\_\_\_\_ (restate – in different words her/his situation), she/he

\_\_\_\_\_ (how does she/he respond).

This behavior is \_\_\_\_\_ (adjective to describe behavior) because

\_\_\_\_\_ (explain).

Even though the characters in the story do not directly describe \_\_\_\_\_ (character),

readers can infer that she/he is \_\_\_\_\_ (trait) from her/his

\_\_\_\_\_ (what does the character do that

demonstrates the trait). \_\_\_\_\_ (character) ability to  
 \_\_\_\_\_ (restate the action or situation) illustrates  
 \_\_\_\_\_ (explain how the character's action illustrates the trait).  
 Because of her/his \_\_\_\_\_ (trait), \_\_\_\_\_ (character)  
 \_\_\_\_\_ (verb) \_\_\_\_\_  
 (provide insightful commentary that creates a feeling of closure).

## XII. Sentence stems and Question for Socratic seminars and debates

### a. Clarifying

- i. Could you repeat that?
- ii. Could you give us an example of that?
- iii. I have a question about \_\_\_\_\_.
- iv. Could you please explain what \_\_\_\_\_ means?
- v. Would you mind repeating that?
- vi. I'm not sure I understood that. Could you please give us another example?
- vii. So, do you mean \_\_\_\_\_?
- viii. What did you mean when you said \_\_\_\_\_?
- ix. Are you sure that \_\_\_\_\_?
- x. I think what \_\_\_\_\_ is trying to say is  
 \_\_\_\_\_.
- xi. Let me see if I understand you. Do you mean \_\_\_\_\_ or  
 \_\_\_\_\_?
- xii. Thank you for your comment. Can you cite for us where in the text you found your information?