

## Useful Words and Phrases in Scientific Writing

Questions	Observations	Contrasts	Sequence of Time, Cause and Effect, Reasoning
<p>What is the effect of [the <i>changed variable</i>] on [the <i>measured, observed, responding variable</i>]?</p> <p>What do you think would happen if _____?</p>	<p>I observed _____</p> <p>I noticed _____</p> <p>When _____,</p> <p>After _____,</p>	<p>_____, but _____.</p> <p>_____, whereas _____.</p> <p>However,</p> <p>In contrast,</p> <p>At first, _____.</p> <p>But now, _____.</p>	<p>First, _____.</p> <p>Next, _____.</p> <p>Then, _____.</p> <p>Finally, _____.</p> <p>If _____, then _____.</p> <p>So, _____.</p> <p>This leads to _____</p> <p>As a result, _____</p> <p>Consequently, _____</p>
Evidence	Reasoning and Metacognition	Adding Information, Evidence, Reasoning	Conclusions
<p>_____ because _____.</p> <p>I think this because _____</p> <p>For example, _____</p> <p>For instance, _____</p> <p>The evidence is _____</p> <p>The data show _____</p> <p>The data provide evidence that _____</p>	<p>_____ because _____.</p> <p>I think this because _____</p> <p>I think this means _____</p> <p>At first I thought _____ because _____.</p> <p>But now I think _____ because _____.</p>	<p>Also,</p> <p>In addition,</p> <p>Furthermore,</p>	<p>Therefore, I think _____</p> <p>In conclusion, I think _____</p> <p>Therefore, _____</p> <p>In conclusion, _____</p>

**Note to teachers:** To support students in becoming independent writers, continually model how to use the language in this chart. Make a language word bank or post the categories of a chart like this, adding words and phrases to the categories as needed. Include commas when needed to underscore where they are used with the words. Also teach students how to use words from questions, when applicable, to begin their notebook entries. Over time, you may want additional strategies for helping students develop more independent writing skills. Chapter 13 provides other strategies for moving students away from using sentence starters and writing frames. (This is a revised version of a chart featured in *Writing in Science*.)