

Useful Words and Phrases in Scientific Writing

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<p>Questions</p> <p>What would happen if _____?</p> <p>How does [<i>the changed variable</i>] affect [<i>the measured, observed, responding variable</i>]?</p>	<p>Observations</p> <p>I observed _____</p> <p>I noticed _____</p> <p>When _____,</p> <p>After _____,</p>	<p>Contrasts</p> <p>_____ / _____</p> <p>but _____</p> <p>_____ / _____</p> <p>whereas _____</p> <p>However,</p> <p>In contrast,</p> <p>At first, _____</p> <p>But now, _____</p>	<p>Sequence of Time, Cause and Effect, Reasoning</p> <p>First, _____</p> <p>Next, _____</p> <p>Then, _____</p> <p>Finally, _____</p> <p>If _____,</p> <p>then _____</p> <p>This leads to _____</p> <p>As a result,</p> <p>Consequently,</p>
<p>Evidence</p> <p>_____ 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>Reasoning</p> <p>_____ because _____</p> <p>I think this because _____</p> <p>I think this means _____</p>	<p>Adding Information, Evidence, Reasoning</p> <p>Also,</p> <p>In addition,</p> <p>Furthermore,</p>	<p>Conclusions</p> <p>Therefore, I think _____</p> <p>In conclusion, I think _____</p> <p>Therefore,</p> <p>In conclusion,</p>
<p>Note to teachers: Students can become too dependent on sentence starters and writing frames that teachers provide. To support students in becoming more independent writers, you can post a chart like this in the classroom, adding words and phrases as needed. Also teach students to use words from questions as appropriate in beginning their responses.</p>			