AP Handout

4/30/20

**PARAGRAPH TO PARAGRAPH**

*Transitional Words*

|  |  |
| --- | --- |
| * “First…” “Second…” * “Next” * “Furthermore” | * “Along the same lines” * “In the same way” * “Likewise” * “Similarly” |

*Transitional Phrases*

* Chronology
  + At the start of the passage the writer \_\_\_\_\_
  + The writer opens the passage \_\_\_\_\_\_\_\_\_\_
  + The writer concludes by \_\_\_\_\_
  + The writer shifts from \_\_\_\_\_ to \_\_\_\_\_\_
* Reference Previous Paragraph
  + After \_\_\_\_\_\_, the writer
  + Other than \_\_\_\_\_\_\_, the writer also \_\_\_\_
  + Beyond \_\_\_\_\_\_, the writer further convey that \_\_\_\_\_\_ by \_\_\_\_\_\_

*Conclusion*

* Ultimately, the writer argues \_\_\_\_\_ by \_\_\_\_\_\_\_ in order to \_\_\_\_\_
* By and large, the writer \_\_\_\_\_\_\_\_\_\_\_
* When considering \_\_\_\_\_\_\_ (topic) , the writer incorporates \_\_\_\_\_\_\_\_
* By exploring \_\_\_\_\_\_\_\_\_\_\_\_, the writer \_\_\_\_\_\_\_\_\_\_

**EXAMPLE TO EXAMPLE**

*Explicit/Direct*

* “Another example…”
* “For example…”
* “This is also shown when….”

*Signal an Addition*

* This point is reiterated when the writer \_\_\_\_\_
* The writer echoes the idea \_\_\_\_\_ when he/she \_\_\_\_\_
* This writers argument is advanced when/by \_\_\_\_\_\_\_
* The choice is further realized when the writer \_\_\_\_\_\_\_

*Reference Previous Example*

* While \_\_\_\_\_, the writer \_\_\_\_\_.
* Other than \_\_\_\_\_, the writer \_\_\_\_\_
* After \_\_\_\_\_, the writer then \_\_\_\_\_\_\_

**EXAMPLE TO COMMENTARY**

*Explicit/Direct*

* This shows \_\_\_\_\_\_
* This example highlights \_\_\_\_\_\_\_\_

*Explaining the Quotation/Choice*

* Basically, the writer is \_\_\_\_\_\_\_\_\_\_\_
* In other words, the writer believes \_\_\_\_\_\_\_\_\_\_\_\_\_
* The writer conveys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* By incorporating \_\_\_\_\_, the writer \_\_\_\_\_\_\_
* The writer utilizes \_\_\_\_\_\_ in order to \_\_\_\_\_

*Analyzing the Quotation*

* This distinction is important because \_\_\_\_\_\_\_\_\_\_\_
* By doing this, the writer is suggesting \_\_\_\_\_\_\_\_\_
* This signifies \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Ultimately, the writer\_\_\_\_\_\_\_\_
* Essentially, \_\_\_\_\_\_\_\_\_\_
* In making this comment, the writer urges the audience to \_\_\_\_\_
* While \_\_\_\_\_ is exploring \_\_\_\_\_\_, the real issue is \_\_\_\_\_\_\_.

**SENTENCE TO SENTENCE**

**“Known-New Contract”**

Remind readers of **known** information at the start of the sentence. Finish the sentence with **new** information.

* Begin by writing a sentence.
  + Start with something the reader **knows** in the first part of the sentence
  + Tell the reader something **new** toward the end of the sentence
* Write another sentence
  + Begin with the new information from the previous sentence (because it is now **known**)
  + Tell the reader something **new** toward the end of the sentence
* Use pronouns and introductory phrases to connect the first and second sentence
* Example: By repeating the word “choice,” [KNOWN] the writer is emphasizing that she made the decision to name herself “cripple.” [NEW] Selecting this word to describe herself [KNOWN] gives Mairs power over an illness that has ultimately left her powerless in a physical sense. [NEW]