

Student Name: _____ Date: _____

Asking the 5 W's

Write the answer to the question in each box.

Who was there?

Why did it happen?

When did it happen?

What happened?

Where did it happen?

Checklist for Argument/Opinion Writing in Lower and Middle Grades

BEFORE the essay:

* Is your research complete? If research is not needed, do you have at least 3 ideas that clearly support your opinion?

I have enough research about my topic to provide at least three details or examples to support my opinion.

I have put the details and examples for my topic into logical groups.

I have a strong opinion for my essay.

I understand that this is an argument/opinion essay, so it should have a formal style. I know that I need to present my opinion and supporting ideas in a way that invites my readers to understand and appreciate my point of view.

The BEGINNING of the essay:

* Did you clearly state your opinion?

I used clear, formal language in my opening paragraph.

I engaged my reader with a question, an interesting or exciting fact, or a surprising piece of information.

I used language that will inspire my reader to understand and appreciate my opinion.

The BODY of your essay:

- Did you organize your supporting ideas, concepts, and information to make important connections?
- Did you include three very different ideas or facts to support your opinion?
- Did you develop your essay with well-chosen, important facts, details, and examples?
- Did you use precise language throughout your essay? Remember that precise language is EXACT language. Did you say exactly what you meant? You do not want your reader to be confused.
- Did you use quotations when possible? (This is usually only possible if you have time to do research.)
- Did you maintain a formal style throughout the essay? This does NOT mean that your essay needs to be dry and boring. Be sure your own voice shines through. Your writing can maintain a formal tone while also maintaining your reader's attention.
- Did you use transitions throughout your essay?

The CONCLUSION of the essay:

- Did you provide a conclusion that restates your opinion?

Checklist for Informative Writing in Lower and Middle Grades

BEFORE the essay:

* Is your research complete? If research is not needed, do you have at least 3 ideas that clearly support your central idea?

I have enough research about my topic to provide at least three details or examples to support my central idea.

I have put the details and examples for my topic into logical groups.

I have a single focus for my essay. I can write one statement that lets my reader know what to expect for the entire essay. My focus is small enough to develop thoroughly over the course of my essay. For example, if the topic of my essay is "dogs," I have chosen one specific sub-topic, such as "How to prepare your house for a new puppy."

I understand that this is an informative essay, so it should have a formal style. I know that I need to present my ideas in a clear and concise way.

The BEGINNING of the essay:

I used clear, formal language in my opening paragraph.

I engaged my reader with a question, an interesting or exciting fact, or a surprising piece of information.

- I used language that will inspire my reader to have confidence in the information I presented. My reader will understand the importance or significance of my topic.

The BODY of your essay:

- I organized my ideas, concepts, and information to make important connections.
- I made connections between ideas.
- I developed my essay with well-chosen, important facts, details, and examples.
- I used precise language throughout your essay? Remember that precise language is EXACT language. Did you say exactly what you meant? You do not want your reader to be confused.
- I used quotations when possible.
- I maintained a formal style throughout the essay. (This does NOT mean that your essay needs to be dry and boring. Be sure your own voice shines through. Your writing can maintain a formal tone while also maintaining your reader's attention.)

The CONCLUSION of the essay:

- I provided a conclusion that follows from and supports the information you presented in your essay.

Checklist for Narrative Writing in Lower and Middle Grades

BEFORE the essay:

- I have a clear idea of how I want my story to unfold. I also know from which point of view my story will be written (First person = “I, me, we” and Third person = “he, she, they”)
- I have put the details that build my story into logical groups.
- I have a clear picture in my head of the setting, the main characters, and the plot development.

The BEGINNING of the essay:

* Did you begin the passage with something to engage your reader (make them excited about reading your entire story)?

- My opening paragraph “sets the stage” for the reader by providing a few important details about the setting, the main character, or the problem.
- I used language that is creative and descriptive. I chose adjectives, adverbs, and verbs that will engage my reader.

The BODY of your essay:

- Did you create a clear image of the setting for you reader? Can they picture it in their head?
- Did you build the character traits of the main character so that the reader feels like he or she is a real person?
- Did you build the plot in a logical, interesting way?
- Did you use dialogue?

Did you include a moment of excitement or suspense?

Did you use transitions throughout your essay?

The CONCLUSION of the essay:

Did you provide a logical or surprising ending to your story?

Now, it's time to practice.

1. **Brainstorm.** You may choose to make this a personal narrative written in first person or a third person narrative written about made-up characters. Choose your style. Then, brainstorm what you want your story to be about. For example, if you choose to write a personal narrative, think of something that your reader will enjoy reading about your life. If you choose a third person narrative, think of interesting or exciting characters and a plot that will engage your reader.

2. **Outline.** Complete the basic outline below.

My Title: _____

Introduce your story with something that will get the attention of your reader. Many stories begin with dialogue or a description of the setting. 2-3 sentences

How will the beginning of your story develop? 1 -2 sentences

How will the middle of your story develop? There should be some type of problem or something that needs to be resolved. 1 -2 sentences

How will the problem in your story be resolved? 1 -2 sentences

Conclusion: How will your story end? 1 -2 sentence

additional details.

* Be sure to use transition words and phrases so that the parts of your story flow together. Your paragraphs should not sound "choppy" to your reader.

* Be sure your sentences are varied. That means that you use a mix of simple sentences, complex sentences, compound sentences, and dialogue.



Engaging Adjectives

All-inclusive	Feisty	Muscular	Solemn
Abnormal	Fiery	Mysterious	Sparkling
Action-packed	Flimsy	Normal	Speechless
Appreciative	Formal	Numerous	Spirited
Athletic Attractive	Friendly	Oppressive	Spiteful
Bashful	Gigantic	Original	Strenuous
Boastful	Gracious	Painful	Structured
Brilliant	Healthy	Panoramic	Supportive
Callous	Heroic	Patient	Suspenseful
Careful	Horrific	Peaceful	Suspicious
Careless	Humble	Peculiar	Tasteful
Cautious	Immense	Permanent	Tranquil
Challenging	Impossible	Persuasive	Treacherous
Charming	Infinite	Pleasant	Tropical
Cluttered	Informal	Practical	Turbulent
Content	Intellectual	Predictable	Unbearable
Curious	Intensive	Presumptuous	Unpleasant
Decisive	Involved	Proficient	Urgent
Dedicated	Irritable	Radiant	Vague
Doubtful	Joyful	Realistic	Wilted
Dramatic	Kindhearted	Rectangular	Zesty
Efficient	Knowledgeable	Reluctant	
Effortless	Legitimate	Remorseful	
Elated	Limited	Reverent	
Emotional	Limitless	Satisfying	
Empty	Lonely	Savory	
Endless	Luminous	Secure	
Energetic	Massive	Selective	
Expressive	Methodical	Severe	
Fearful	Mighty	Simultaneous	

Engaging Adverbs

Allegedly	Formally	Naturally	Rudely
Aggressively	Frankly	Noticeably	Sadly
Attentively	Frantically	Obediently	Securely
Authentically	Freshly	Obligingly	Self-assuredly
Automatically	Guardedly	Outrageously	Sleepily
Awkwardly	Guiltily	Overwhelmingly	Slightly
Believably	Guiltlessly	Painfully	Slowly
Callously	Halfheartedly	Painlessly	Sophisticatedly
Carefully	Happily	Perpetually	Successfully
Colorfully	Heroically	Persistently	Swiftly
Comfortably	Hungrily	Persuasively	Terribly
Comfortingly	Hurriedly	Physically	Terrifyingly
Competently	Hurtfully	Playfully	Thankfully
Critically	Hysterically	Pointedly	Thoroughly
Decently	Importantly	Pointlessly	Thoughtfully
Decidedly	Incorrectly	Politically	Thoughtlessly
Dutifully	Incredibly	Prudently	Threateningly
Easily	Indecisively	Quickly	Touchingly
Ecstatically	Informally	Quietly	Tragically
Eerily	Involuntarily	Radiantly	Unbelievably
Emotionally	Ironically	Raggedly	Unassumingly
Encouragingly	Irrationally	Randomly	Unfavorably
Evasively	Irresistibly	Rapidly	Unsteadily
Evenly	Judgmentally	Recklessly	Unsuccessfully
Expectantly	Kiddingly	Respectably	Unsurprisingly
Extremely	Knowingly	Respectfully	Vigorously
Firmly	Magnificently	Responsibly	Vividly
Fondly	Majestically	Restlessly	Warily
Forgetfully	Mightily	Revealingly	Warningly
Forgivingly	Mindlessly	Routinely	Watchfully

Engaging Verbs

Capture	Dominate	Shrivel	Discover
Achieve	Discriminate	Whisper	Boast
Intensify	Impress	Stipulate	Burrow
Energize	Hasten	Tumble	Catapult
Ridicule	Imitate	Justify	Clutter
Stimulate	Infuriate	Legislate	Explode
Officiate	Permit	Involve	Inflate
Circulate	Please	Express	Grasp
Chastise	Pronounce	Fear	Nudge
Validate	Saunter	Create	Obstruct
Vocalize	Shimmer	Wander	Secure
Overwhelm	Sparkle	Twinkle	Trek
Overreact	Volunteer	Classify	Waver
Calculate	Threaten	Challenge	Wonder
Clarify	Summarize	Astound	Fume
Reinforce	Synthesize	Announce	Loathe
Withdraw	Tangle	Mumble	Emerge
Condemn	Remove	Suspend	Escape
Concentrate	Sigh	Utter	Bolt
Glance	Exhaust	Trample	Vault
Squirm	Coax	Transport	Hinder
Demand	Declare	Stumble	Fling
Dedicate	Disturb	Mutter	Wrinkle
Appreciate	Heighten	Mediate	Soothe
Articulate	Relax	Mechanize	Manage
Elaborate	Minimize	Enable	Decide
Dramatize	Impress	Encounter	Dangle
Twist	Imitate	Doubt	Waver
Equalize	Perish	Devour	Astound

Engaging Words to Replace Common Words

Instead of **Bad**, Use:

Cruel
 Harmful
 Horrible
 Terrible
 Awful
 Tragic
 Unfortunate
 Tragic
 Inferior
 Nasty
 Offensive
 Unacceptable
 Atrocious
 Dreadful
 Naughty
 Distressing
 Upsetting

Instead of **Mad**, Use:

Enraged
 Upset
 Furious
 Agitated
 Angry
 Distraught
 Frantic
 Resentful
 Disappointed

Instead of **Sad**, Use:

Unhappy
 Depressed
 Distressed
 Distraught
 Heartbroken
 Pessimistic
 Somber
 Sorrowful
 Troubled
 Pensive
 Down
 Blue
 Mournful
 Devastated

Instead of **See/Look**, Use:

Examine
 Peek
 Spy
 Study
 Squint
 Watch
 Gaze
 Glare
 Observe
 Notice
 Peer
 View

Instead of **Good**, Use:

Exceptional
 Acceptable
 Fine
 Marvelous
 Positive
 Satisfactory
 Valuable
 Wonderful
 Superior
 Worthy
 Admirable
 Agreeable
 Commendable
 First-rate
 Gratifying
 Appropriate
 Helpful
 Profitable
 Outstanding
 Glorious
 Beneficial
 Advantageous
 Convenient
 Reliable
 Trustworthy
 Amazing
 Awesome
 Genuine

Reference Notes:

These resources are a compilation of information about writing that are based on best practices, research, and thinking of great educators as Calkins, Clark, Culham, Fletcher, Greaves, The Educational Record Bureau (ERB), The Pinellas Writing Project (Florida), and so many more experts in the teaching of writing.

These are placed here for the K-2 teacher, not because they're beautiful and well-scanned and copied, not to use as anchor charts or posters, but rather, to provide content knowledge to the teacher of young writers. We hope that even in their rough states, the information will be golden for the teacher's learning support.

IN PERSUASIVE WRITING, YOUR ARGUMENT MUST BE REAL:

R

reasonable

IT MUST PROVIDE REASONS TO ANCHOR YOUR OPINIONS AND JUDGEMENTS BASED ON PRIMARY & SECONDARY SOURCES: FACTS, DATA, ETC.

E

examples

EXAMPLES ARE A GREAT WAY TO ELABORATE OR PROVIDE DETAILS.

A

anecdotes

ANECDOTES ARE A GREAT WAY TO INTRODUCE & KEEP THE READER INTERESTED OR TO ACKNOWLEDGE OPPOSING VIEWS.

L

logical

BOTH THE ARGUMENT AND THE FLOW OF WRITING MUST BE LOGICAL IN REASONING & STRUCTURE.


Revision helps your writing to Shine!

Be a revision STAR.



S

SUBSTITUTE OVERUSED WORDS: USE POWERFUL VERBS & REPLACE WEAK ADJECTIVES, COMMON NOUNS, AND DEAD WORDS.



T

TAKE THINGS OUT: REPETITIONS, IRRELEVANT INFORMATION, PHRASES OR SENTENCES THAT MIGHT BELONG IN ANOTHER PART OF THE WRITING.



A

ADD DETAILS, DESCRIPTIONS, FIGURATIVE LANGUAGE, OR NEW INFORMATION, IF NECESSARY.



R

REARRANGE THE SEQUENCE OR THE ORDER OF THE WRITING FOR A MORE LOGICAL FLOW IN BOTH SENTENCES AND PARAGRAPHS.

Revision allow the writer to see the writing with new vision

Put your writing through the Revision RADaR



Replace...

- ...words that are not specific.
- ...words that are overused.
- ...sentences that are unclear



Add...

- ... new information.
- ... descriptive adjectives and adverbs.
- ...rhetorical or literary devices.



Delete...

- ...unrelated ideas.
- ...sentences that sound good but create unity problems.
- ... unwanted repetitions.
- ... unnecessary details.



and



Reorder...

- ...to make better sense or to flow better.
- ...so details support main ideas.

Key Qualities of the Ideas Trait

Interesting topic

Meaningful details

Fully developed thoughts

Narrowed focus



My First Scoring Guide for *Ideas*

I've Got It!

- ◆ I know A LOT about this topic.
- ◆ My writing is bursting with fascinating details.
- ◆ My topic is small enough to handle.

Strong

On My Way

- ◆ I know enough about my topic to get started.
- ◆ Some of my details are too general.
- ◆ My topic might be a little too big.

Developing

Just Starting

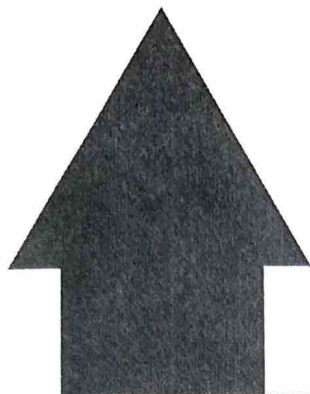
- ◆ I haven't figured out what to say.
- ◆ My details aren't clear.
- ◆ I'm still looking for a topic.

Beginning

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for ideas.



My First Scoring Guide for *Presentation*



Strong

I've Got It!

- ◆ My paper is neat—no smudges or cross-outs.
- ◆ My letters are printed and written clearly.
- ◆ I have margins that make a frame.

Developing

On My Way

- ◆ My paper can be read, but it's not my best.
- ◆ Some of my letters are well done, but some are not.
- ◆ My margins work better in some places but not others.

Beginning

Just Starting

- ◆ My paper is very hard to read.
- ◆ My letters are a mess.
- ◆ I forgot to use margins.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for presentation.

I've Got It!

- ◆ My paper is neat—no smudges or cross-outs.
- ◆ My letters are printed and written clearly.
- ◆ I have margins that make a frame.

On My Way

- ◆ My paper can be read, but it's not my best.
- ◆ Some of my letters are well done, but some are not.
- ◆ My margins work better in some places but not others.

Just Starting

- ◆ My paper is very hard to read.
 - ◆ My letters are a mess.
 - ◆ I forgot to use margins.
-

Correct spelling

Correct use of capitals

Correct use of punctuation

Well-edited text

Neat and looks inviting

I've Got It!

- * My spelling is magnificent.
 - * All my capitals are in the right places.
 - * I used punctuation correctly to make my writing easy to read.
 - * I've used correct grammar and added paragraphs where needed.
 - * I've done a great job proofreading.
-

On My Way

- * Only my simpler words are spelled correctly.
 - * I've used capitals in easy spots.
 - * I have correct punctuation in some places, but not in others.
 - * I proofread quickly and missed some things.
-

Just Beginning

- * It's hard to read my words because of the spelling.
 - * My capitals don't follow the rules.
 - * I haven't used punctuation well at all.
 - * I forgot to proofread.
-

Key Qualities of the Conventions and Presentation Traits

Correct spelling

Correct use of capitals

Correct use of punctuation

Well-edited text

Neat and looks inviting



My First Scoring Guide for *Conventions*

Strong

I've Got It!

- ◆ My spelling is magnificent.
- ◆ All my capitals are in the right places.
- ◆ I used punctuation correctly to make my writing easy to read.
- ◆ I used correct grammar and added paragraphs where needed.
- ◆ I did a great job proofreading.

Developing

On My Way

- ◆ Only my simpler words are spelled correctly.
- ◆ I used capitals in easy spots.
- ◆ I have correct punctuation in some places but not in others.
- ◆ I proofread quickly and missed some things.

Beginning

Just Starting

- ◆ My words are hard to read because of the spelling.
- ◆ My capitals don't follow the rules.
- ◆ I haven't used punctuation well at all.
- ◆ I forgot to proofread.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for conventions.

Key Qualities of the Conventions and Presentation Traits

Correct spelling

Correct use of capitals

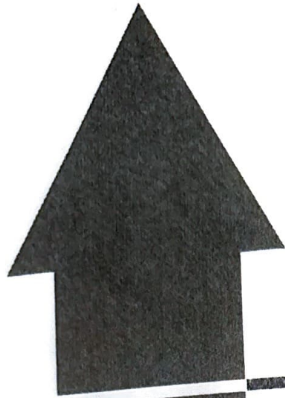
Correct use of punctuation

Well-edited text

Neat and looks inviting



My First Scoring Guide for *Conventions*



Strong

I've Got It!

- ◆ My spelling is magnificent.
- ◆ All my capitals are in the right places.
- ◆ I used punctuation correctly to make my writing easy to read.
- ◆ I used correct grammar and added paragraphs where needed.
- ◆ I did a great job proofreading.

Developing

On My Way

- ◆ Only my simpler words are spelled correctly.
- ◆ I used capitals in easy spots.
- ◆ I have correct punctuation in some places but not in others.
- ◆ I proofread quickly and missed some things.

Beginning

Just Starting

- ◆ My words are hard to read because of the spelling.
- ◆ My capitals don't follow the rules.
- ◆ I haven't used punctuation well at all.
- ◆ I forgot to proofread.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for conventions.


Key Qualities of the Sentence Fluency Trait

Sentences that sound smooth

Sentences that are well built

Sentences that have differing lengths

Sentences that have varied constructions



My First Scoring Guide for *Sentence Fluency*



Strong

I've Got It!

- ◆ My sentences are well built.
- ◆ It is easy to read my sentences aloud.
- ◆ The way my sentences begin makes them interesting.
- ◆ I've varied my sentence lengths.



Developing

On My Way

- ◆ I've got sentences!
- ◆ There are some places to make smoother when I read aloud.
- ◆ I've tried a couple of different ways to begin my sentences.
- ◆ I might put some sentences together or I could cut a few in two.



Beginning

Just Beginning

- ◆ My sentences aren't working well.
- ◆ I'm having trouble reading my piece aloud.
- ◆ The beginnings all sound the same.
- ◆ I've used "and" too many times.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for sentence fluency.

Key Qualities of the Voice Trait

Writing sounds like the writer.

Writer and reader connect.

Writing has energy and sparkle.

Writer is excited about the topic.

My First Scoring Guide for *Voice*



Strong

I've Got It!

- ◆ My writing sounds like me.
- ◆ The reader will know I care about this topic.
- ◆ I have the right amount of energy in this piece.

Developing

On My Way

- ◆ My writing is safe. You only get a glimpse of me.
- ◆ I have only some interest in this topic.
- ◆ My energy level is uneven in this piece.

Beginning

Just Starting

- ◆ I forgot to add what I think and feel in this piece.
- ◆ I really don't care at all about this topic.
- ◆ I'm bored and it shows.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for voice.



Key Qualities of the Word Choice Trait

Just-right words and phrases

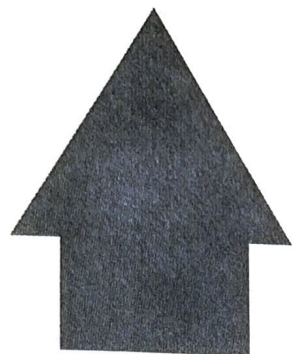
Picturesque descriptions

Fresh and original expressions

Colorful, interesting, and snappy words



My First Scoring Guide for *Word Choice*



Strong

I've Got It!

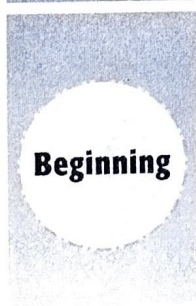
- ◆ I've picked exactly the right words.
- ◆ My words are colorful, fresh, and snappy.
- ◆ The words help my reader see my ideas.



Developing

On My Way

- ◆ Some of my words work well, but others don't.
- ◆ I've used too many ordinary words.
- ◆ My words paint a general picture of the idea.



Beginning

Just Starting

- ◆ I'm confused about how to use words well.
- ◆ I've left out key words.
- ◆ Many of my words are the same or just wrong.

Share this student-friendly scoring guide with students when they are ready to assess their own and their classmates' writing for word choice.

"The difference between the right word and the almost right word is the difference between lightning and the lightning bug." - Mark Twain



WORD CHOICE

WORDS have many meanings. CHOOSE them with care to create a vivid story.

- 1. Be Specific** *Teach students through mini-lessons to use exact words to identify story objects or places (e.g., "dog" becomes "Fluffy").*
- 2. Look It Up** *Make thesauruses readily available to children. Encourage their frequent use for clarity.*
- 3. Be a Neighbor** *Encourage students to team up and brainstorm more appropriate or exact words.*
- 4. Make Long Lists** *Post "add-to" charts for overused words (e.g., "happy," "mad," "went"). Change regularly; refer to charts during writing.*



A Writer's Tip:

Teach many short, focused mini-lessons to improve word choice (e.g., active verbs, specific nouns, pronoun referents).

lightning and the lightning bug" - Mark Twain

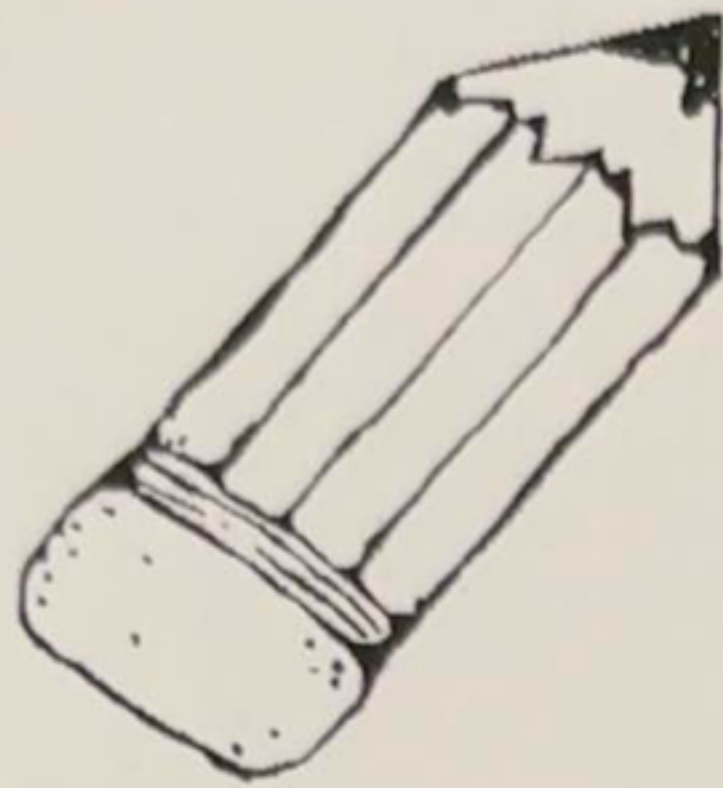
The Teaching of Writing

Dr. Roy Peter Clark

OLD	NEW
<ul style="list-style-type: none">• Write only what is graded• Write occasionally (hardly ever)• Writing = assignments from the teacher• Teacher never writes• Writing is a product• Critique at the end• "Shut up and sit down"• Feedback from the teacher• Same work at the same time• Negative critiques (red pen)• Teacher is the audience• No revision• Isolated skills and drills• Writing as punishment• Only a few can really write• Teacher tells "that you must"	<ul style="list-style-type: none">• Write far more than can be graded• Write constantly• Writing = ideas from self and others• Teacher sometimes writes• Writing is a process and a product• Confer throughout• "Talk, talk, talk"• Feedback from all directions• Workshop• Praise and encouragement (green pen)• Real audience for "published" work• Constant revision• Skills applied in writing• Writing as reward• Everyone can write• Teacher shows "how you can"

Rules

Tools



Seven Conditions Necessary for Effective Writing

(from Donald Graves, *A Fresh Look at Writing*)

Time

Children need to have opportunities to write on a daily basis in order to think and learn about writing. When children work on their writing every day, they begin to compose even when there is no paper in front of them.

Choice

Children need to be able to choose their own topics. When children write every day (time) and are allowed to choose their own topics, they will become more engaged in the writing process.

Response

Children need to hear the responses of others to their writing. The first response may come in the form of a brief conference with the teacher. Other responses come through peer conferencing and sharing time.

Demonstration

Writing is a craft. It needs to be demonstrated. When teachers write in front of their children, they are modeling everything from choosing a topic to finishing a piece; they are showing how writers struggle to match thoughts with words.

Expectation

High expectations is a sign of caring: finding out what students know, expecting them to experiment, and nudging them to try new things in their writing.

Structure

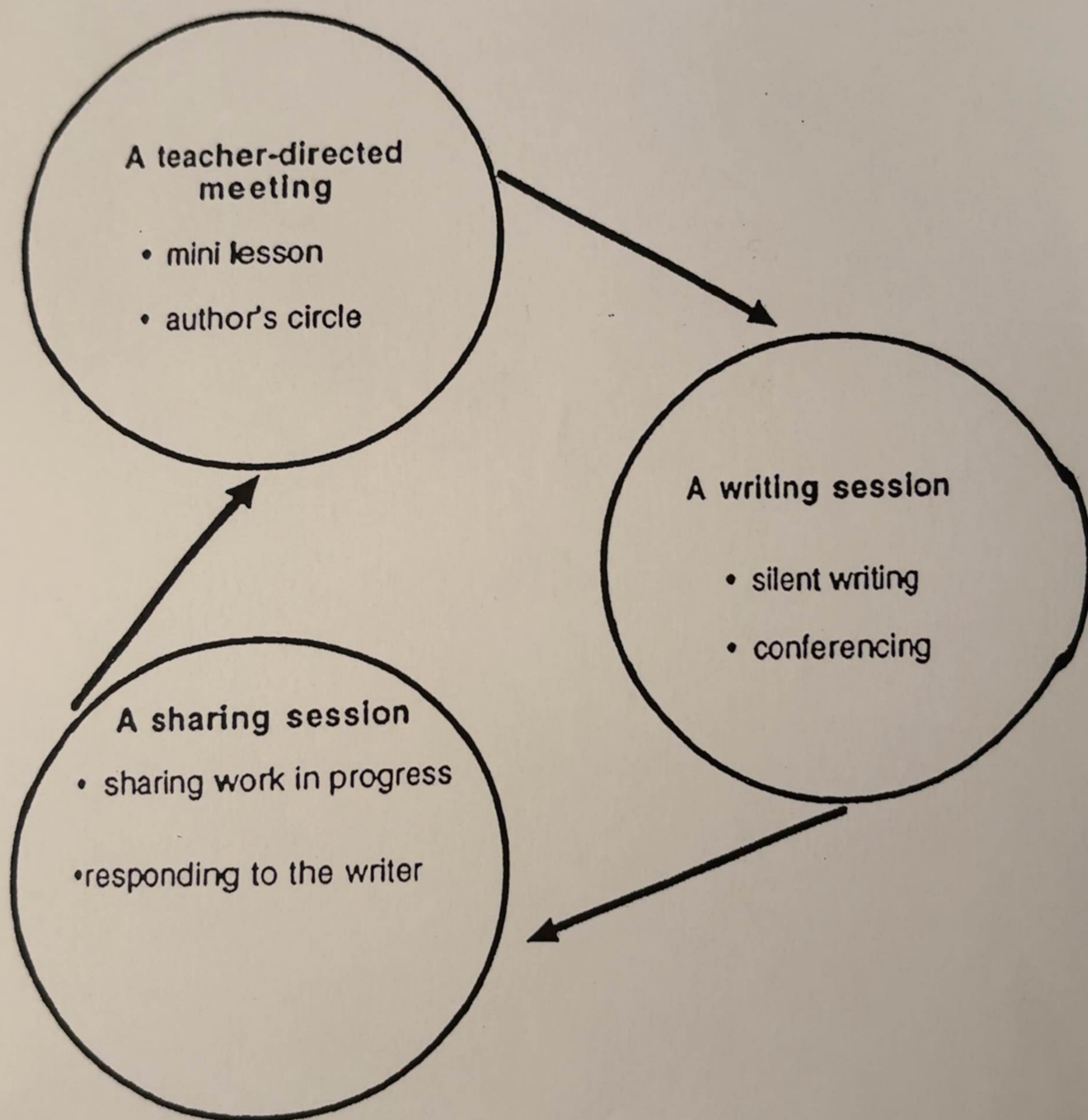
The writing classroom requires a high degree of structure. When children face the empty page, they suddenly feel alone and want to talk or move around the room. Teachers need to establish a basic structure for children to follow at writing time.

Evaluation

Children need to know how to evaluate their own work. Teachers can help children practice self-evaluation by expecting them to be able to tell about their work and how it is going.

Writing Workshop

- A Predictable Structure -



"In an effective writing workshop, young people should be able to explain the components of the workshop." **Lucy Calkins**

Writing Workshop in the Primary Classroom

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graph TD; A[Writing Workshop in the Primary Classroom] --> B[Direct Instruction (5-10 minutes)]; B --> C[Quiet Writing and Conferencing (10-30 minutes)]; C --> D[Sharing and Responding (10-15 minutes)];
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Direct Instruction

(5-10 minutes)

- Establishes the tone and purpose for the workshop
- Brings the class together to help nurture their writing
- May include procedural, strategy, content/revision, or conventions/editing mini-lessons

Quiet Writing and Conferencing

(10-30 minutes)

- Students work on individual writing.
- Conferencing provides the opportunity for the teacher to individualize instruction.
- May include drafting, revising, editing, publishing, peer conferencing, and individual conferencing

Sharing and Responding

(10-15 minutes)

- Sharing is a ritual that signifies the end of writing workshop.
- Sharing is a time to celebrate and rejoice
- Sharing is a time to learn from one another
- Sharing includes responding with compliments and questions
- Includes back door teaching

Transition Words and Phrases for Thoughtful Writers

- occasionally
- usually, often
- frequently, especially
- specifically
- principally
- mainly, namely
- significantly
- indeed
- for example, for instance
- first of all; for one thing
- most important, most importantly
- to illustrate
- in particular; in general
- in this way, in this manner
- at the same time; in the same way
- likewise
- similarly
- like
- as
- also
- above all
- further, furthermore
- moreover
- first, second, third . . .
- next
- other
- besides
- too
- likewise
- last
- again
- finally
- in addition
- in the second place, secondly
- what is more
- indeed
- in fact
- although, even though, though
- at the same time
- and yet
- conversely
- however; but; yet
- in contrast
- nevertheless, nonetheless
- notwithstanding
- on the one hand
- or
- not
- on the contrary
- no doubt, doubtless, doubtlessly
- surely
- certainly
- naturally
- granted that
- although this [noun] may be true
- admittedly
- I admit
- one must concede
- after all
- therefore
- for that reason
- consequently, as a consequence
- as a result
- so
- because
- since
- for
- again
- as I have pointed out, as I have mentioned
- in other words
- once again
- in fact
- indeed
- to repeat
- before
- after, afterward
- earlier
- last week
- yesterday
- tomorrow
- fortunately
- unfortunately
- sadly; happily; surprisingly; regretfully
- as expected
- much to my surprise
- hopefully
- still
- whereas

Words to use in place of *Said*

(Arranged in order from least dramatic to most dramatic)

Asked	Repeated	Assured	Argued
Stated	Restated	Declared	Begged
Described	Invited	Declined	Vowed
Suggested	Specified	Deduced	Shouted
Called	Speculated	Giggled	Denounced
Added	Admitted	Balked	Pleaded
Continued	Advised	Debated	Screamed
Agreed	Announced	Thanked	Proclaimed
Affirmed	Directed	Yawned	Preached
Maintained	Replied	Dared	Screeched
Mentioned	Echoed	Tattled	Blasted
Answered	Grinned	Teased	Gasped
Commented	Injected	Squealed	Roared
Explained	Quoted	Emphasized	Scolded
Implied	Hinted	Gossiped	Scoffed
Indicated	Whispered	Testified	Howled
Instructed	Wondered	Bantered	Hollered
Questioned	Sighed	Beckoned	Hissed
Recalled	Proposed	Blabbed	Wept
Relayed	Reasoned	Urged	Demanded
Remarked	Reported	Objected	Accused
Reminded	Responded	Boasted	Exploded
Thought	Assumed	Bragged	Yelled
Spoke	Speculated	Commanded	Yelped
Submitted	Insisted	Consoled	Snapped
Related	Babbled	Cried	Wailed