



Organizational Patterns

in Writing

Professor Karin S. Alderfer

Next slide





ORGANIZATIONAL PATTERNS IN WRITING

- A way of arranging the details to express ideas clearly
- Recognizing patterns helps in note-taking.
- Patterns can usually be determined by looking for transitions or clue words.
- When a variety of transition types occur, use the main idea to help determine the overall or main writing pattern.
- Note: Some patterns can be labeled two or more ways. Example: The “time order” pattern may also be called “chronological order” or “process.”



1) Time Order/ Chronological Order/ **Process**



Description of Pattern

Events are discussed in relation to passing time.

Transitions/Clue Words

- after, at that time, before, during, now, until, when, stages, steps, later, soon, since, while, first, second, third, etc., next, then, last, finally





How to Study the Patterns

- Use a 3 ½ X 5 inch index card for each pattern (a total of 13 cards).
- On the front (blank side) of the card, write the name(s) of the pattern and a description.
- On the back (lined side) of the index card, list the transitions/clue words for that pattern.
- **NOTE:** Some transitions can be used for more than 1 pattern; these are noted in **red**. When listing these transitions, underline or circle them.
- Carry your cards with you and review them often. Look for transitions when reading.



An Example of a Card for Study

Front of index card

Time/ Chronological
Order/ Process

Events are discussed in
relation to passing time.

Back of index card

after, at that time, before,
during, now, until, when,
stages, steps, later, soon,
since, while, first, second,
third, etc., next, then, last,
finally



2.

Definition



Description of Pattern

Explains the meaning of a word or phrase

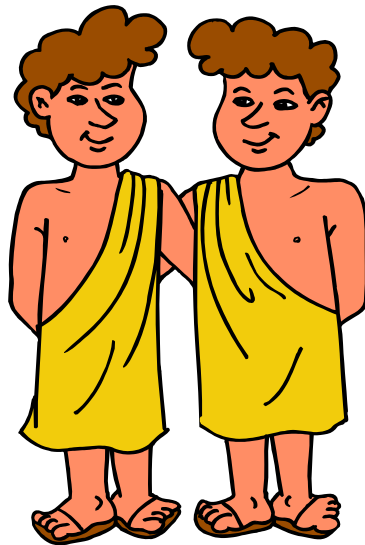
Transitions/Clue Words

- means, is, refers to, can be defined as, consists of, involves, is known as, is called, is composed of



3.

Comparison



Description of Pattern

Discusses similarities between objects, persons, or ideas

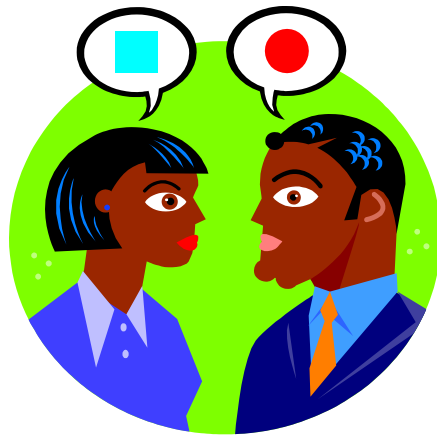
Transitions/Clue Words

- both/and, similarly, like, likewise, same, resembles, as well as, in the same way, compared to, just as, in like manner, **also, too**



4.

Contrast



Description of Pattern

Discusses differences between objects, persons, or ideas

Transitions/Clue Words

- in contrast, however, unlike, different, but, yet, though, even though, although, despite, **while**, rather than, instead, nevertheless, whereas, opposed to, conversely, on the other hand, on the contrary



5.

Classification



Description of Pattern

A topic is broken down into subtopics; each is discussed.

Transitions/Clue Words

- class(es), type(s), category(ies), division(s), form(s), kind(s), sort(s), trait(s), variety(ies), group(s)



6. Simple Listing/ Enumeration



Description of Pattern

Items are named, where the order is not important

Transitions/Clue Words

■ also, next, then, first, second, third, etc., finally, too, besides, moreover, in addition, furthermore

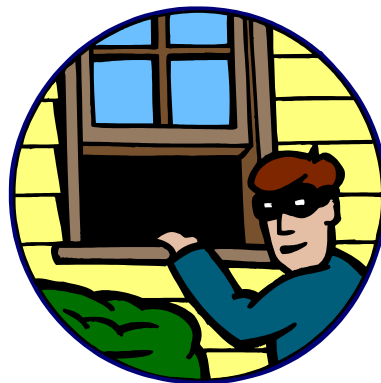


There are several things you can do to protect your home against burglars. **First**, get a burglar alarm. **Second**, buy a big dog, like a rottweiler. **Third**, put bars on all your windows. **Next**, build a high fence around your property. **Then** keep a gun in your home. **Finally**, hire a security guard.

Look at the transitions used to introduce the details.

Would the pattern of this paragraph be referred to as **Time/Chronological order** OR

Simple listing/Enumeration?





The answer is: Simple Listing/
Enumeration pattern.

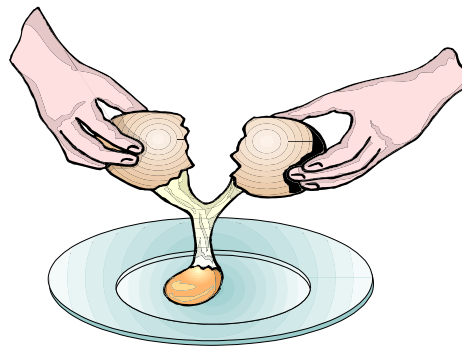
How do you know? It's because the previous paragraph lists suggestions that could be presented in any order. The dog could be listed first, or the gun, or the guard. The order doesn't matter!



There are several steps you need to follow in order to make scrambled eggs. **First**, get together your ingredients and your utensils. **Second**, heat some butter or oil in your pan. **Third**, crack open the eggs and mix them with salt or other seasonings. **Next**, pour the mixture into the pan. **Then**, cook as long as you like. **Finally**, empty the cooked eggs onto a plate and eat them.

Look at the transitions used to introduce the details.
Would the pattern of this paragraph be referred to as
Time/ Chronological Order OR

Simple listing/Enumeration?





Note that the same transitions—first, second, third, next, then, and finally-- are used in both sample paragraphs.

The answer is: Time/ Chronological Order.

How do you know? It's because in the previous paragraph, the details provide a list of steps that must be followed in order to make eggs that can be eaten. You wouldn't, for example, cook the eggs before cracking them open. In the sample paragraph, the order in which the details are is important.

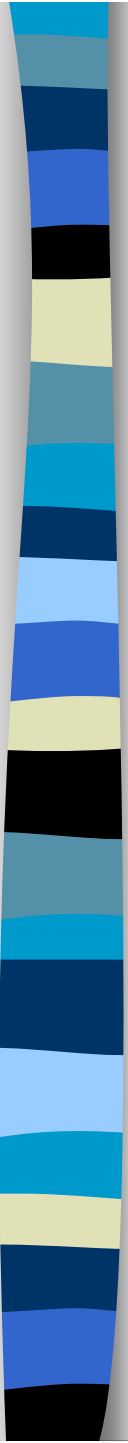
NOW TRY ONE MORE SAMPLE PARAGRAPH!!



There are several things you need to bring along with you each time you come to class. **First**, you should have paper. **Furthermore**, you need a pen to take notes with. **Moreover**, you need to have your textbooks. **Also**, be sure to bring your completed homework. **In addition**, it is good to have a dictionary. **Finally**, you ought to have a book bag to carry everything in.

Look at the transitions used to introduce the details.
Would the pattern of this paragraph be referred to as
Time/Chronological order OR
Simple listing/Enumeration?





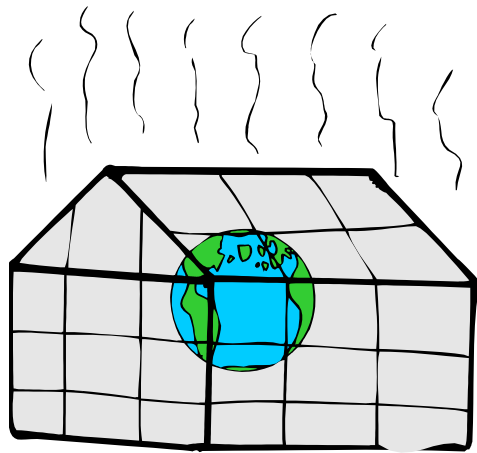
Note the transitions words—first, furthermore, also, moreover, in addition, and finally. “First” and “finally” can be used for time order or for simple listing/ enumeration. The other transitions are used only for listing.

The answer is: Simple listing/Enumeration.
The writer could list the items in any order without changing the meaning of the paragraph.



7.

Cause and Effect



Description of Pattern

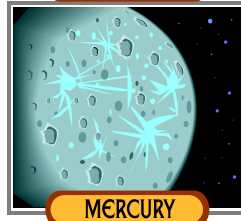
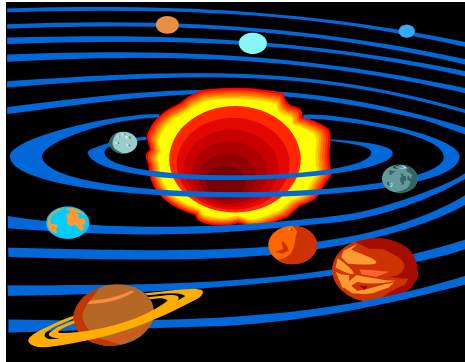
The author tells why something happened or the results of an event.

Transitions/Clue Words

- as a result, because, consequently, hence, due to, in order to, reasons, results, affect, react(s), reaction, yields, lead to, led to, for this reason, produces, **thus, therefore**



8. Generalization and Example



Description of Pattern

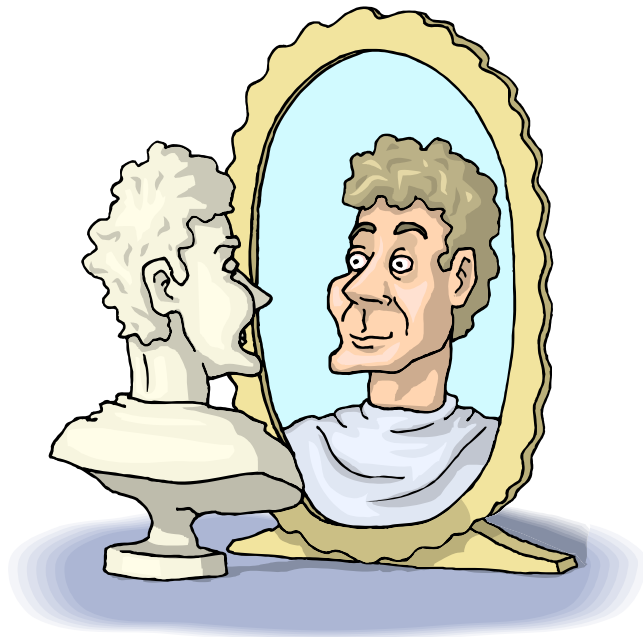
A general statement is given with examples to illustrate the idea.

Transitions/Clue Words

- for example,
- for instance, such as,
- to illustrate, including,
- specifically



9. Statement and Clarification



Description of Pattern

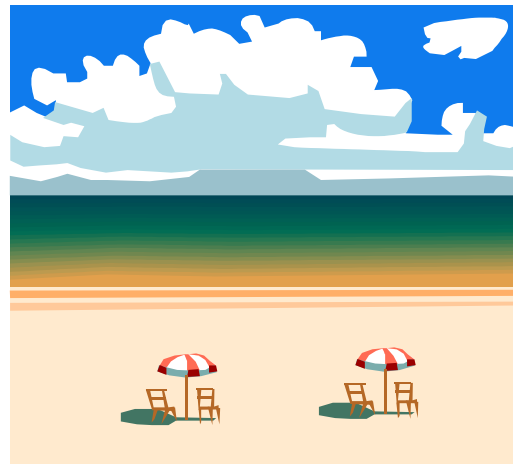
Statement of fact with discussion to make that statement clear

Transitions/Clue Words

- clearly, evidently, of course, in fact, indeed, in other words, to put it simply, obviously



10. Spatial Order/Location



Description of Pattern

Tells about physical location
or position in space

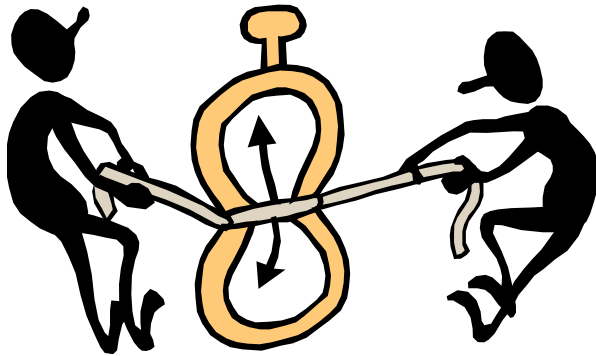
Transitions/Clue Words

- PREPOSITIONS:
above, below, inside,
next to, in front of,
outside, nearby, etc.



11.

Summary



Description of Pattern

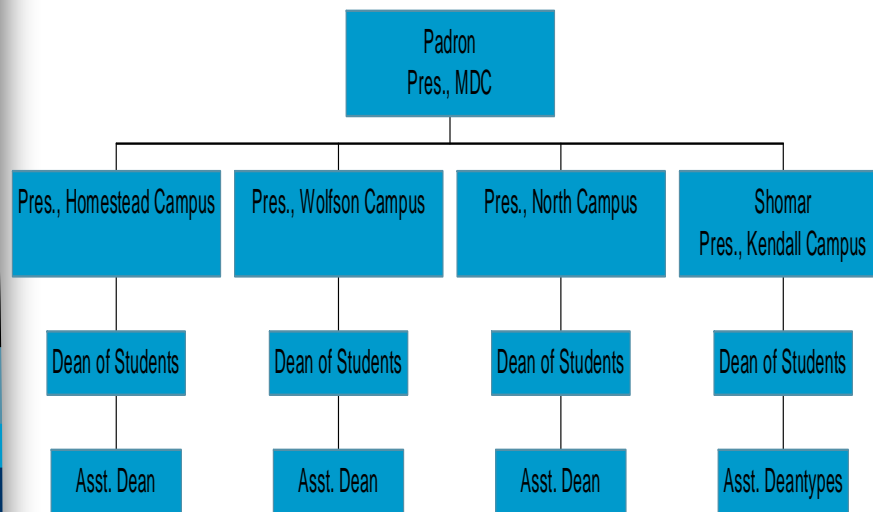
A brief, condensed review of a longer piece of writing

Transitions/Clue Words

- in brief, in short, in conclusion, on the whole, to sum up, **therefore, thus**



12. Order of Importance



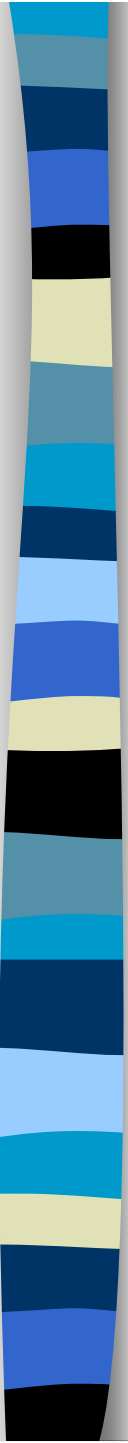
Transitions/Clue Words

- chief, first of all, major, most important, principal, main, primary, secondary

Description of Pattern

Priority is given to some persons ideas or events.





When asked why they are in college, students give a variety of answers. Some say they came to college to avoid having to start working full time. Others say they came when they found out their friends were all going to college. In addition, college students may answer, “I want to find someone to marry.” But the **main** purpose cited for coming to college is to get preparation for good-paying jobs.



13.

Description



Description of Pattern

Vivid adjectives are used to appeal to the senses.

Note: There are no specific transitions for this pattern.

- Look for words that tell about how things look, sound, feel, taste, or smell.

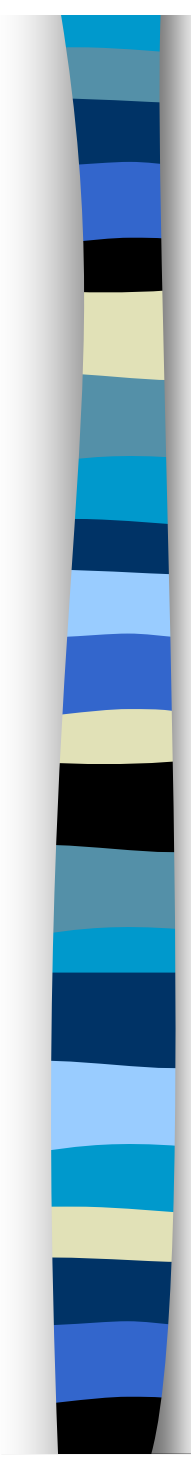




Identify the organizational pattern suggested each of these topic sentences.

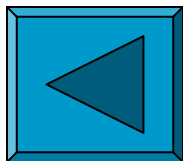
- 1) There are several important steps in treating mental illness.
- 2) Sociology and psychology both focus on human behavior.
- 3) Social networks perform several important functions.
- 4) There are many reasons why someone may end up homeless.
- 5) In astronomy, the term constellation refers to a region of the sky.
- 6) A child's brain develops rapidly in the first year of life.
- 7) The new house can be found on top of a hill beside a lovely lake.
- 8) The film left a lot to be desired; in other words, it was awful.
- 9) There are several types of instruments in an orchestra.
- 10) The weapons used in WWII were quite different from those used in the Civil War.

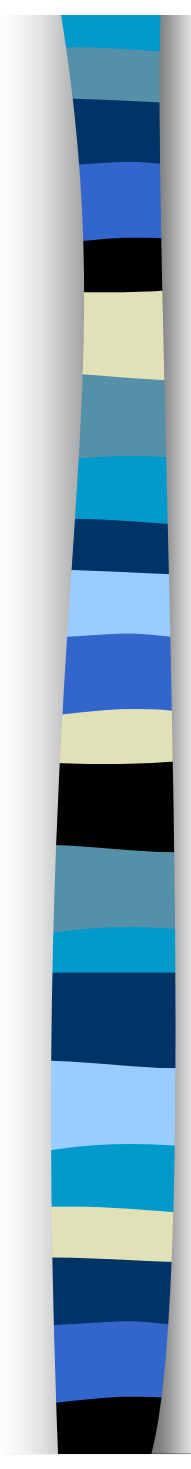




Topic sentence 1 suggests a Time/Chronological Order/Process pattern. The clue word is “**steps.**”

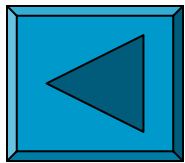
Back to topic sentences

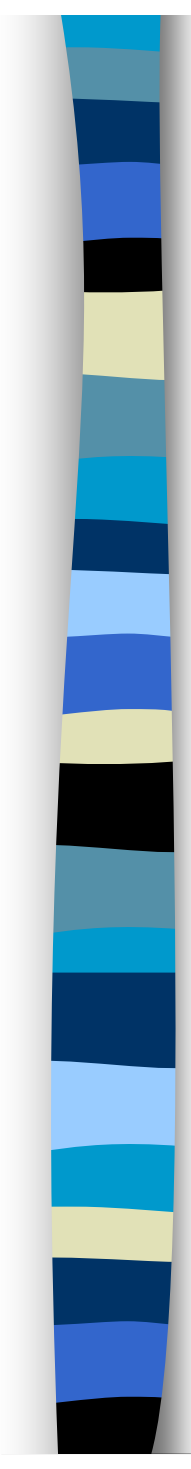




Topic sentence 2 suggests a Comparison pattern. The clue is the word “both.”

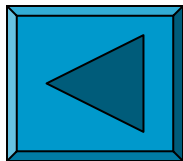
Back to topic sentences





Topic sentence 3 suggests a Simple Listing/Enumeration pattern. The whole paragraph to follow will probably list some functions of social networks.

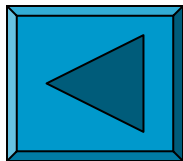
Back to topic sentences

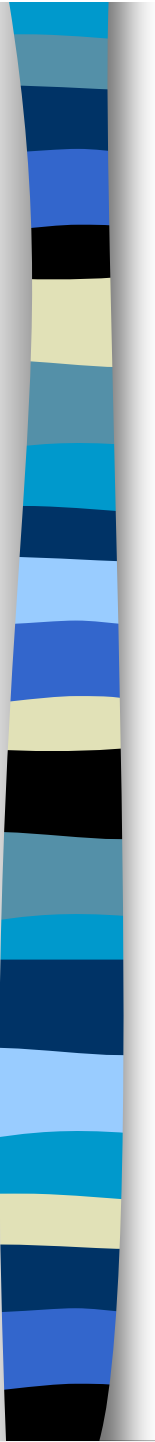




Topic sentence 4 suggests a Cause and Effect pattern. The clue word is “**reasons.**”

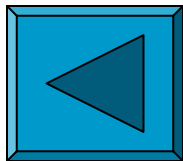
Back to topic sentences

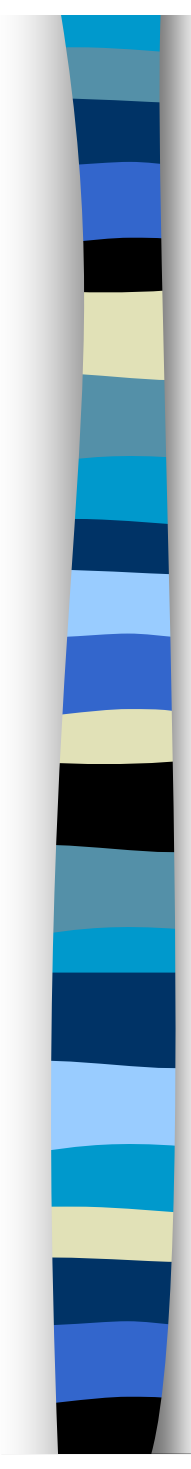




Topic sentence 5 suggests a Definition pattern. The clue is the term “**refers to.**”

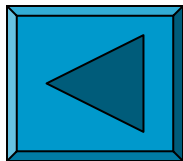
Back to topic sentences

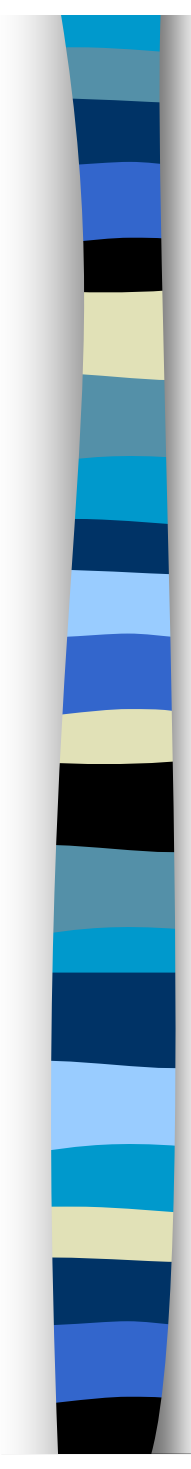




Topic sentence 6 suggests a
Time/Chronological Order/Process
pattern. The clue is the term “**first year.**”

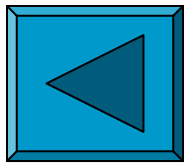
Back to topic sentences

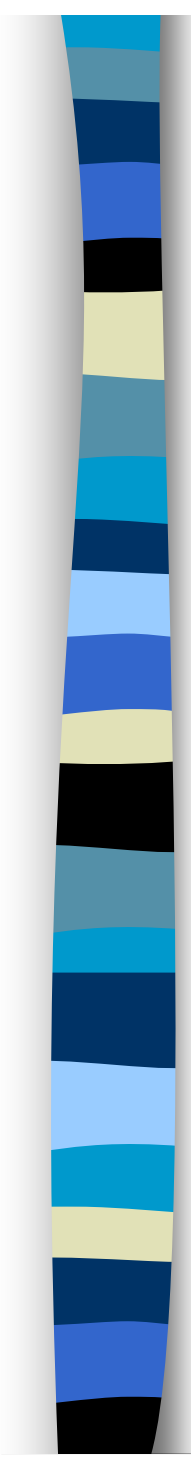




Topic sentence 7 suggests a Location/ Spatial Order pattern. The clues are “on top of” and “beside.”

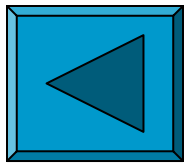
Back to topic sentences





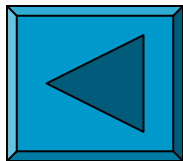
Topic sentence 8 suggests a Statement and Clarification pattern. The clue is the term “**in other words.**”

Back to topic sentences



Topic sentence 9 suggests a Classification pattern. The clue word is “types.”

Back to topic sentences





Topic sentence 10 suggests a Contrast pattern.
The clue word is “different.”

The End



Main Ideas in Paragraphs (Getting the Big Ideas)

Professor Karin S. Alderfer

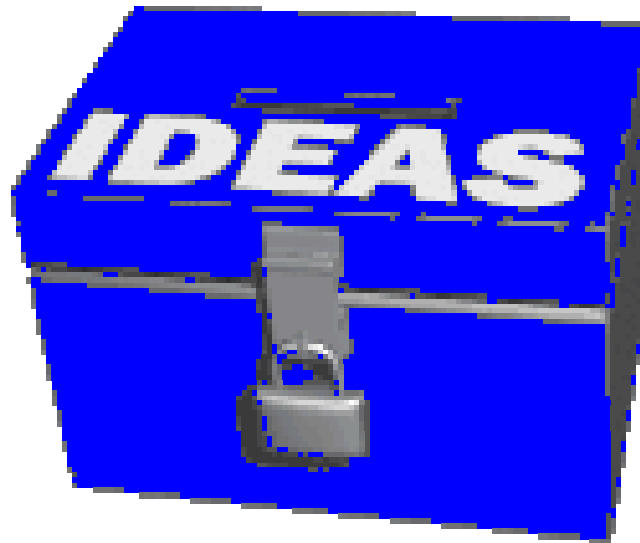
Click on the button below
to start the lesson.



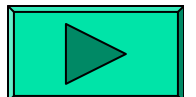


WHAT'S THE BIG IDEA?

Do you know how to find the “big ideas”
in paragraphs?



Click below for
next slide

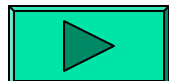




These are the essential parts in paragraphs.

- ✓ Topics
- ✓ Main Ideas
- ✓ Supporting Details

Next slide



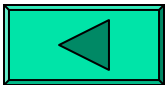


3 Tips for Finding the Topic

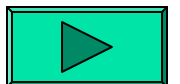


1. Look for the subject of the first sentence.
Subjects are nouns (persons, places, things, or ideas).
2. Look for a word or phrase that is frequently repeated or referred to.
3. Finally, ask: What do ALL the sentences in the paragraph deal with?

Previous slide



Next slide

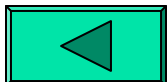




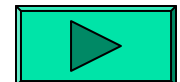
Practice with Finding a Topic

Read to find the topic in this paragraph:

Does watching violence on TV make people more prone to violence themselves? Obviously, TV violence has some negative effects. One study found that heavy TV watchers are more fearful of others. They try to protect themselves with guns, alarm systems, and security locks on doors. In the same study it was found that heavy TV watchers are less upset about real-life violence than are non-TV watchers. All of the violence they see on TV makes them less sensitive to the real thing. A recent study also found that TV violence increases aggressive behavior in kids and makes them more likely to select toy guns rather than other kinds of toys.



Click the forward button to pick a topic.





Click on the best topic for the
previous paragraph.

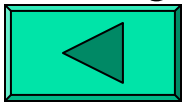
A. kids

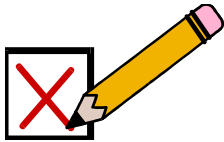
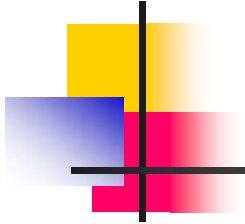
B. TV watching

C. TV violence

D. real-life violence

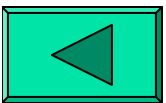
Return if you need to reread paragraph.

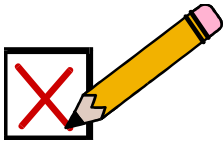
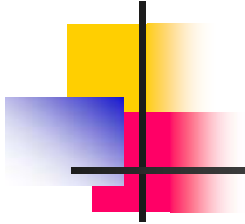




No, kids are only mentioned in the final sentence. "Kids" is not the topic of the entire paragraph.

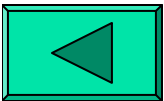
Click the back arrow and try again.

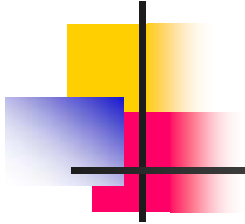




The paragraph does mention TV watching, but that is too broad a subject, since TV watchers can see both good and bad or violent programs.

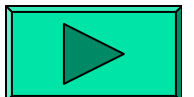
Click on the back arrow and try again.

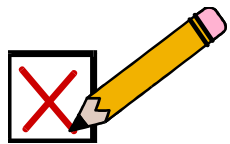
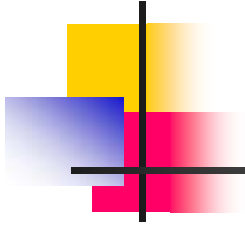




Right! The topic, TV violence, is mentioned in the first sentence and repeated throughout the paragraph.

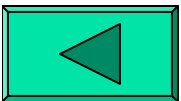
Click the forward arrow to see where the topic appears.





No, the entire paragraph is not dealing with “real-life violence”; it is only mentioned in one sentence.

Click the back arrow and try again.

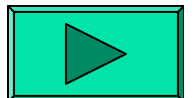




Finding a Topic

Does watching **violence on TV** make people more prone to violence themselves? Obviously, **TV violence** has some negative effects. One study found that heavy **TV** watchers are more fearful of others. They attempt to protect themselves with guns, alarm systems, and security locks on doors. In the same study it was found that heavy **TV** watchers are less upset about real-life **violence** than are non-**TV** watchers. All of the **violence** they see on **TV** makes them less sensitive to the real thing. A recent study also found that **TV violence** increases aggressive behavior in kids and makes them more likely to select toy guns rather than other kinds of toys.

Notice that the subject of the 1st sentence is repeated throughout the paragraph, and ALL sentences in the paragraph deal with “TV violence.”





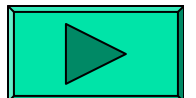
Difficulties in Identifying Topics

- Sometimes the topic is **not** the subject of the first sentence.
- Sometimes the topic is **not** repeated.
- So, if the first 2 strategies don't help, here are steps to take:

Look at the nouns within the paragraph.

Ask: What general term includes all or most of them?

The general noun is probably the topic.



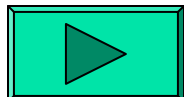


Practice—Read this paragraph.

- **1** Police officers complain that they arrest perpetrators who are soon let out on the street. **2** Judges argue that they are bound by laws that force them to free defendants, some of whom may be guilty as charged, on technicalities. **3** Government officials worry that they don't have the funds or space to construct new prisons. **4** In addition, many citizens claim that either the police, the judges, or the government—or all of the above—are not doing their jobs. **5** Clearly, the way the huge problem of crime is being handled angers and frustrates many segments of our society.

What noun suggests the general idea in the paragraph?

Click the forward button to find out!!!



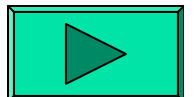


Now look at the paragraph again!



- **1Police** officers complain that they arrest **perpetrators** who are soon let out on the street. **2Judges** argue that they are bound by **laws** that force them to free **defendants**, some of whom may be guilty as charged, on technicalities. **3**Government officials worry that they don't have the funds or space to construct new **prisons**. **4**In addition, many citizens claim that either the police, the judges, or the government—or all of the above—are not doing their jobs. **5**Clearly, the way the huge problem of **crime** is being handled angers and frustrates many segments of our society.

All of these nouns, plus other words like “arrest” and “guilty” suggest that **CRIME** is the overall topic.





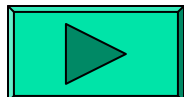
To Remember the Strategies--Use FIRST

This mnemonic (memory trick) will help you recall the strategies for identifying topics of paragraphs.

F is for subject of the **F**irst sentence.

R is for a **R**epeated word or phrase.

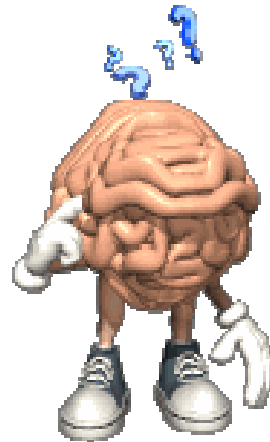
ST means that all sentences deal with the **S**ame **T**hing.



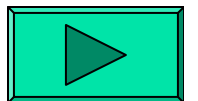
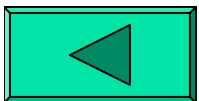


Check your memory!

See if you can write from memory the 3 strategies for identifying the topic of a paragraph. Write them on your own paper. Then click on the return button to see if you were correct.



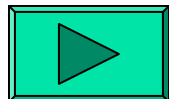
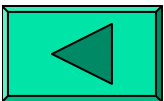
Return





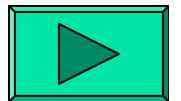
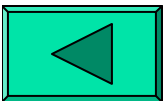
Recognizing a Main Idea

- ✓ Also called controlling idea, central thought, or gist
- ✓ Called a thesis when referring to a passage or long selection
- ✓ May be stated or unstated (implied)
- ✓ When stated in a sentence (s) by the author, the main idea is expressed in the topic sentence(s).



Stated Main Ideas—Tips for Finding Topic Sentences

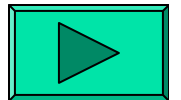
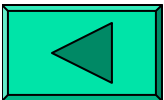
- ✓ The most common place to find the stated main idea (topic sentence) in non-fiction material is in the first sentence of a paragraph.
- ✓ The second most common place for a stated main idea is in the last sentence of a non-fiction paragraph.
- ✓ A topic sentence is a general or summary statement.
- ✓ A brief statement that ends in a plural noun may be used as a topic sentence.

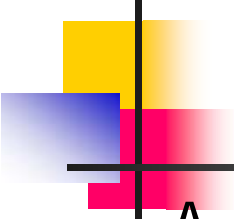




Keep these suggestions in mind.

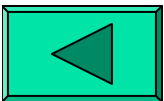
- ✓ The topic sentence must include the topic within it.
- ✓ A topic sentence must NOT include details; it is a general sentence.
- ✓ A topic sentence must NOT contain transitions (terms like “for instance,” “second,” “in addition”) which suggest examples.
- ✓ A topic sentence may end in a plural noun or contain a plural noun that is a general term for the supporting details.
- ✓ A sentence that is followed by a statement with a contrast term is NOT the topic sentence.



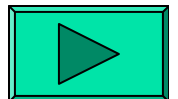


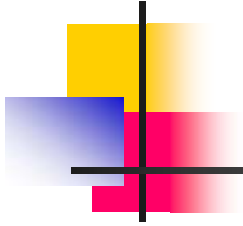
Which of the following could be good topic sentences? (Click on each of your choices.)

- A. Students go to college for many reasons.
- B. Twenty-five students reported having their books stolen last semester.
- C. For smokers and their families, smoking has many negative health effects.
- D. You can protect your home from burglary by taking several precautions.
- E. The second way to improve your grades is to take extensive lecture notes.
- F. There are several steps you should take before putting your home on the market.



Be sure you find all 4 correct answers before clicking the forward arrow for the next slide.

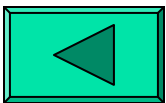


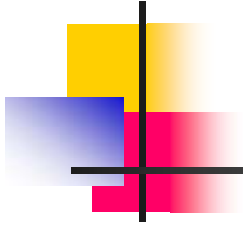


Yes, this sentence is general and suggests that specific reasons will be given as supporting details.

It ends in the plural noun "reasons."

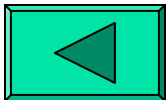
Return to question.

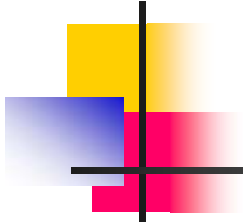




No, this statement is too specific. It mentions a specific number of students. It seems to be a detail.

Return to question.



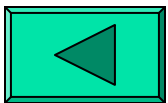


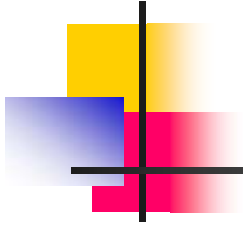
Yes, this sentence is general and suggests that specific effects of smoking will be given as details to support it.

The sentence ends with a plural noun, "effects."



Return to question.

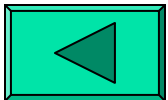


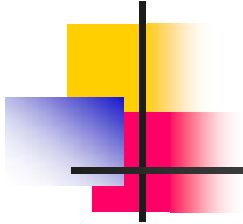


Correct! The statement indicates that some specific precautions against burglars will be listed and discussed as supporting details.

It ends with the plural word "precautions."

Return to question.

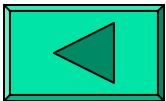


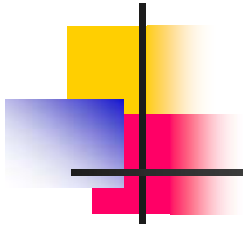


No, this sentence appears to be a specific detail. The word "second" suggests that a first detail has already been given and a third will likely follow it.

You should be careful. The sentence ends in the plural word "notes," but that is not always proof the sentence is a general one.

Return to question.

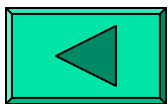




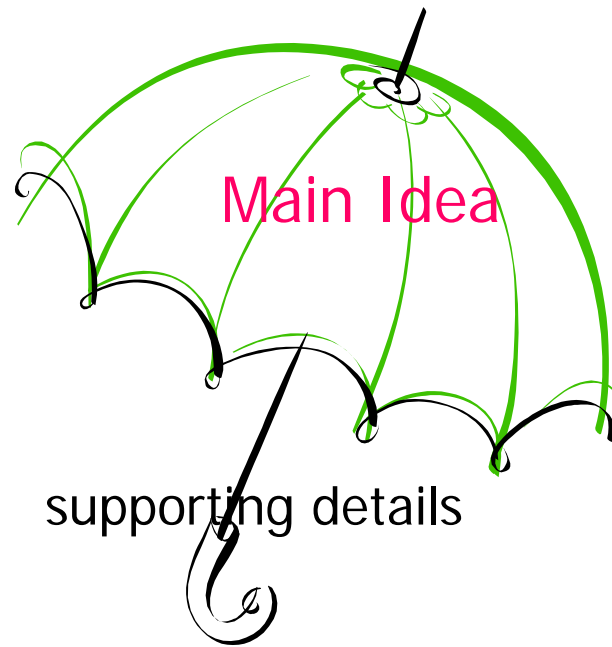
Yes, this statement mentions “steps” and indicates that the paragraph that includes it will provide specific steps for the home seller to take.

This time the plural word “steps” is not at the end of the sentence, but it does point to specific details to follow.

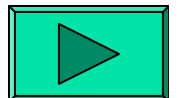
Return to question.



A Topic Sentence May Be Thought of as an "Umbrella" Statement



The other sentences are covered or included under the heading of the main idea. Supporting details explain, prove, or give specific information about the main idea.



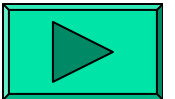


Sample Paragraph

Topic Sentence is Highlighted

1The high cost of college causes many problems for students today. **2**For one thing, it keeps some students from attending college in the first place. **3**Also, high tuitions affect the amount of time available for study. **4**Because loans and scholarships are not easy to get, many students have to put in numerous hours at work in order to afford an education. **5**Finally, those who do manage to get loans know they must begin their careers with large debts.

*Read the paragraph carefully. Note the topic. Then ask:
How do you know the first sentence is the topic sentence?*



How can you recognize a topic sentence in this paragraph?

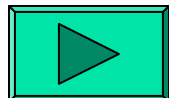
1The high cost of college causes many problems for students today.

2For one thing, it keeps some students from attending college in the first place. **3**Also, high tuitions affect the amount of time available for study.

4Because loans and scholarships are not easy to get, many students have to put in numerous hours at work in order to afford an education.

5Finally, those who do manage to get loans know they must begin their careers with large debts.

- ❖ **The first sentence includes the topic, “the high cost of college.”**
- ❖ **The first sentence is general; it is an “umbrella statement.”**
- ❖ **The first sentence contains a plural noun, “problems,” then the other sentences name specific problems.**
- ❖ **Other sentences in the paragraph use transitions, such as “also” and “finally,” which point to details. They cannot be the topic sentence.**



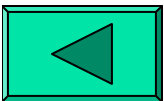
Practice with Finding a Stated Main Idea (Topic Sentence)

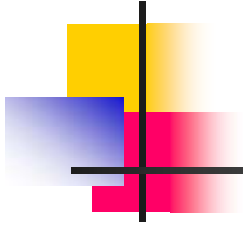
Select the topic sentence in this paragraph; **click on your choice below.**

¹Cocaine is considered today to be both a major social and medical problem. ²Just a century ago, however, cocaine was treated as a harmless stimulant and cure-all. ³Scientists, such as Sigmund Freud, freely used cocaine. ⁴Coca Cola's original formula actually included three parts coca leaves (the source of cocaine) to one part cola nut. ⁵Coca Cola was originally advertised as a delicious drink as well as a medicine to "cure all nervous afflictions." ⁶It was often prescribed for headaches, depression, and many other ills.

What is the number of the topic sentence ?

- A. [Sentence 1](#)
- B. [Sentence 2](#)
- C. [Sentence 4](#)
- D. [Sentence 5](#)

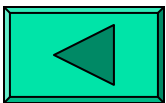


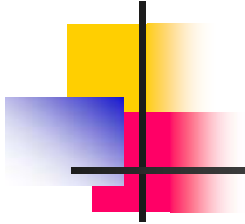


Incorrect. The topic is "cocaine," but the first sentence is concerned with how cocaine is viewed today. There are no details to support that cocaine is a major problem today.

Click on the back arrow and try again.

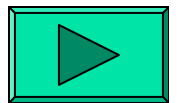
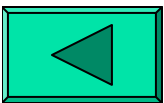
Return to question.

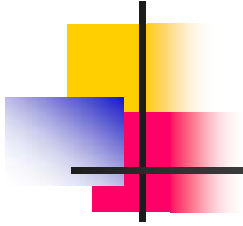




That's right. The second sentence contrasts with the first, so it does not support the first. All the sentences after sentence 2 give details to prove that cocaine was considered harmless over a century ago. **Click the back arrow to reread the paragraph or the forward arrow to continue.**

Remember this: If the second sentence of a paragraph uses a contrast term, the first sentence is **NOT** the topic sentence. In other words, the second sentence is showing the author is changing direction.

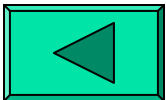


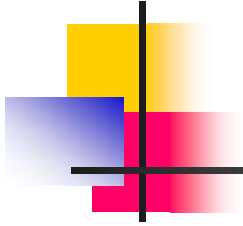


Incorrect. Sentence 4 is a detail giving the original formula for Coca Cola. It is not the overall idea of the paragraph.

Click the back arrow and try again.

Return to question.

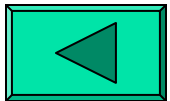




Incorrect. The fifth sentence is giving a specific detail. It helps to prove that cocaine was considered to be a cure-all for many health problems.

Click on the back arrow and try again.

Return to question.

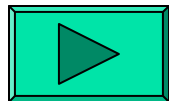
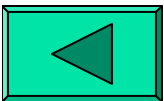


Steps for Recognizing an Implied Main Idea

- Read the entire paragraph.
- Decide what the topic is.
- Ask: What is the general idea that all the sentences seem to support?
- Mentally compose a sentence that seems to summarize all that the paragraph has to say about the topic.
- Then choose the best paraphrase of that sentence.

The main idea you choose should

- 1) be a complete sentence,
- 2) include the topic of the paragraph, and
- 3) avoid specific details.



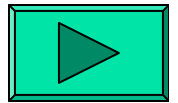
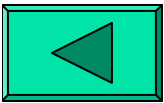


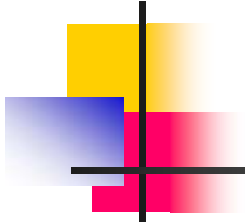
Practicing Implied Main Ideas

Read to discover the implied main idea in this paragraph:

¹College students must attend classes for several hours each day. ²When in class, they must listen carefully to their professors and take careful notes. ³In addition, students must spend many hours reading difficult textbooks that deal with many varied subjects. ⁴Furthermore, college students must take a few hours daily to complete homework assignments and to prepare for regular exams. ⁵Besides all this, they must frequently do research papers and write essays.

Click on the forward button to select the best statement of the implied main idea for this paragraph.

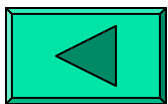




The best statement of the implied main idea for the previous paragraph is:

1. Taking notes is a difficult task for many students.
2. College students have to do a lot of homework.
3. Tests and research are very important requirements for college students.
4. College students must spend much time doing everything that is required of them.

Return to reread paragraph, if necessary



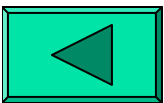


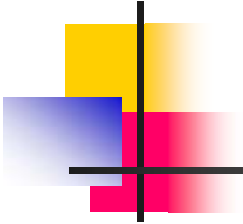
“Taking notes is a difficult task for many students.”

Incorrect!

Taking notes is only one of many tasks that are mentioned. It is not a general statement. Also, since the topic, “college students,” is not named in the sentence, it cannot be a main idea statement.

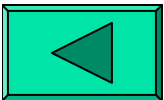
Click the return arrow to reread the paragraph.

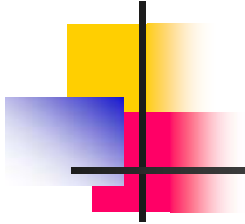




“College students have to do a lot of homework.”

Incorrect. This statement does not summarize the paragraph because some of the details included in the paragraph, such as taking notes in classes, is not a part of homework. Click the return arrow to reread the paragraph.

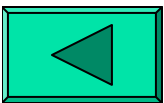


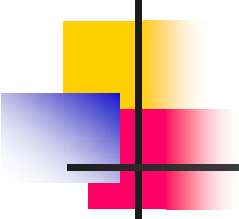


“Tests and research are very important requirements for college students.”

Incorrect. “Tests” and “research” are specific details about what is expected of college students. It is not a general statement of the main idea.

Click on the back arrow to reread the paragraph.

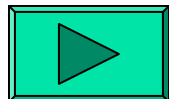




“College students must spend much time doing everything that is required of them.”

Good! This is the best main idea statement. Many time-consuming tasks are mentioned as being requirements for college students: attending classes, taking notes, reading textbooks, doing homework, studying for exams, writing essays, and doing research.

Click on the forward arrow to take a quiz on what you have learned.

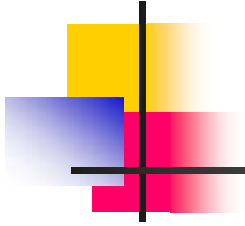




REVIEW QUIZ

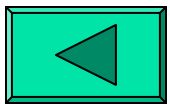
Click on **True** or **False** for each statement below:

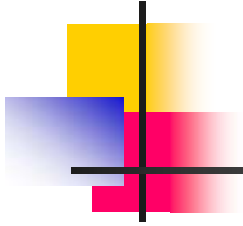
- 1) True False All sentences in a paragraph must have something to do with the topic.
- 2) True False Another name for a main idea is the controlling idea.
- 3) True False Every paragraph must have a topic sentence.
- 4) True False A contrast word in the second sentence may help the reader in selecting the topic sentence.
- 5) True False The main idea of a longer passage is often called a thesis.



Excellent! Return to complete the quiz.

Return to quiz.

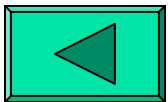


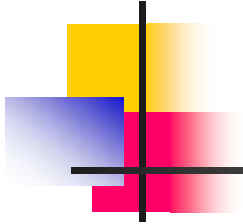


Sorry. Any sentence that doesn't deal with the topic belongs in a different paragraph.

Return to the quiz to try the other questions.

Return to quiz.

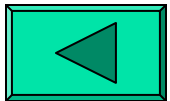


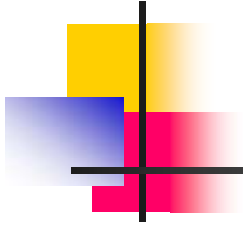


Yes, the main idea can also be called the central thought or gist.

Go back to complete the quiz.

Return to quiz.

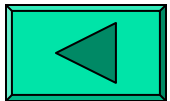


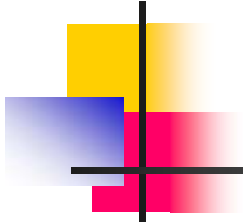


Incorrect. There are several names for the main idea.
"Controlling thought" is one of them.

Return to complete the quiz.

Return to quiz.

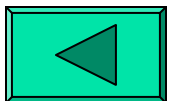


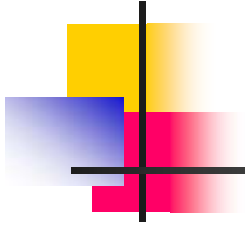


Wrong! If a paragraph has an unstated main idea, it has no topic sentence.

Click to return to finish the quiz.

Return to quiz.

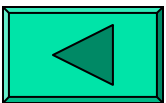


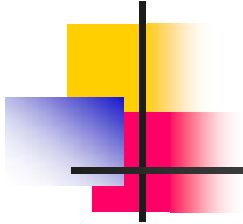


You are absolutely correct!

Go back to complete the quiz.

Return to quiz

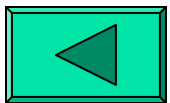


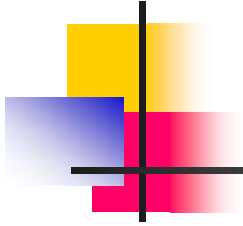


Right! If the second sentence uses a contrast term (*but, however, although, on the other hand, etc.*), it indicates that the author is contradicting, not supporting, what was said in the first sentence. The second sentence may be the topic sentence, but the first sentence will not be.

Click the arrow to return to the quiz.

Return to quiz.

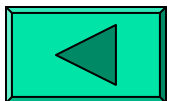


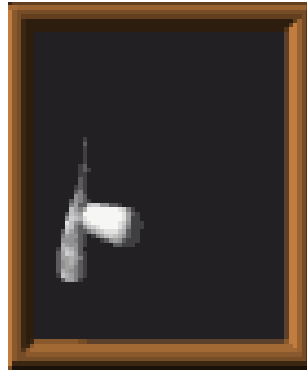
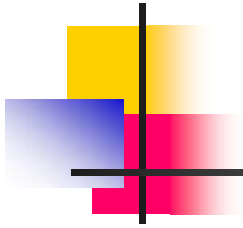


Incorrect! If the second sentence contradicts the first, the reader knows that the first sentence is not the topic sentence.

Now go back to complete the quiz.

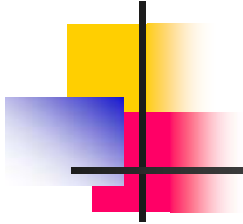
Return to quiz.





Well done! You have another correct response, and you have completed the quiz.

You have learned much about topics and main ideas. Your new skill will help you learn from your textbooks and pass the State Exit Exam in Reading.

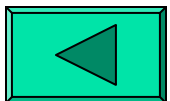


Incorrect. The main idea of an essay or long article is usually called the thesis. You have completed the quiz.

You may wish to return to the quiz to try the questions again.

After a review of this short quiz, ask the lab assistant for a copy of the post-test to show what you have learned!

Return to quiz



HAPPY READING!!