## **Transitions**

Transitions are bridges between what has been read and what is about to be read. Transitions help readers move from sentence to sentence; they also alert readers to more global connections of ideas – those between paragraphs or even larger blocks of text. Transitions are words or phrases which help create a smoother, clearer, more cohesive piece of writing.

## Sentence-level transitions

Certain words or phrases signal connections between sentences, such as these frequently used transitions:

To show addition:	and, also, besides, further, furthermore, in addition, moreover, next, too, first, second
To give examples:	for example, for instance, to illustrate, in fact, specifically
To compare:	also, in the same manner, similarly, likewise
To contrast:	but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although, unlike
To summarize or conclude:	in other words, in short, in summary, in conclusion, to sum up, that is, therefore, overall
To show time:	after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately, soon
To show direction:	above, below, beyond, farther on, nearby, opposite, close, here, there, next to
To indicate logical relationship:	if, so, therefore, consequently, thus, as a result, for this reason, since, hence

<u>Paragraph-level transitions</u>: Usually link the first sentence of a new paragraph with the first sentence of the previous paragraph. Look for opportunities to allude to the subject of a previous paragraph in the topic sentence of the next one.

## Example:

(First paragraph topic sentence)

One common method involves septic packaging, the synthetic packaging for the "juice boxes" so many children bring to school with their lunch. [Rest of paragraph omitted]

(Second paragraph topic sentence)

What is true for juice boxes is also true for other forms of synthetic packaging. [Rest of paragraph omitted]

This handout taken from Hacker, Diana. *The Bedford Handbook*, 6<sup>th</sup> ed. (Boston: Bedford/St. Martins, 2002), 95-98.