

## Mathematics Academic Words

Signal Words	Academic Words to Use		
According	Analysis	Equal	Organize
Answer	Analyze	Equation	Pattern
Approximately	Apply	Equivalent	Plot
As evidence	Arrange	Essential	Predict
As I have noted	Assume	Estimate	Produce
Based on the data	Calculate	Evaluate	Prove
Besides	Category	Evidence	Rank
Caused by	Categorize	Example	Recall
Close to	Chart	Examine	Relate
Equally important	Cite	Exclude	Report
Finally	Claim	Exhibit	Restate
First, Second, Third, Fourth, Fifth, etc.	Clarify	Explain	Results
For example	Class	Extract Fact	Reveal
For the reasons above	Classify	Factor	Review
Form	Common	Form	Revise
From my point of view	Compare	Format	Rule
Further	Compile	Formulate	Sequence
Furthermore	Complete	Frame	Set
How long	Concise	Graph	Show
How many	Conclude	Graphic	Solve
How much	Concrete	Identify	Source
I notice	Confirm	Illustrate	Specific
I question whether	Contro;	Instruction	Standard
In addition	Correlate	Integrate	State Strategy
In conclusion	Cumulative	Interact	Structure
In fact	Define	Interpret	Study
In my opinion	Demonstrate	Isolate	Subject
In other words	Describe	Italics	Sum
In short	Detail	Key	Summarize
In summation	Detect	List	Summary
Lowest	Determine	Label	Support
Maximum	Develop	Locate	Survey
Measure	Devise	Logical	Symbolize
Probability	Differentiate	Margin	Table
Relationships	Dimension	Mean	Term
Roughly	Discuss	Measure	Test
Smallest number	Draft	Method	Trace
Solve	Draw	Model	Valid
Summarizing	Edit	Notation	Variation
There is no doubt that	Effect	Order	Verify
This results in			
To sum up			
Which			
Which step			
Without a doubt			

## Mathematics Specific Sentence Frames

To calculate \_\_ , I/we first \_\_ . After that, \_\_ . Finally, \_\_ .

Could you explain/justify why you \_\_ before/after \_\_ ?

This process is/was similar to/different from \_\_ because \_\_

Could you expand on your rationale for \_\_ ?

I'm curious as to whether

So, are you saying \_\_ because I'm not sure I understand/agree that \_\_ .

By \_\_ , I/we learned that \_\_ .

A pattern/general rule that I notice( d) is/was \_\_ as evidenced by \_\_ .

To represent my understanding, I have included a/an object/picture/symbol/table/graph etc. which shows/demonstrates/illustrates

The procedure I need to know is \_\_ ; the concept I need to understand is/relates to/is similar to/different from \_\_ and applies to \_\_ . I will use this concept \_\_ .

The problem/text states that \_\_ . Thus, I concluded \_\_ .

The problem contains \_\_ essential components. They include \_\_ .

Extraneous information, in other words information that I don't need in order to solve \_\_ , includes \_\_ .

Because it states \_\_ in the text/problem, I infer(ed) \_\_ .

In order to \_\_ , the textbook/author provides \_\_ .

Besides \_\_ , the text also contains graphics/illustrations/tables/charts. One \_\_ that is/was particularly relevant to \_\_ was \_\_ because \_\_

Based on what I read/saw/heard/observed, I'm still wondering \_\_ . In order to find out, \_\_ , I will have to \_\_ .

I created/constructed/drew \_\_ to illustrate \_\_