**Sentence Templates + Transitions**

**Derived from Graff and Birkenstein’s crazy-helpful** [***They Say, I Say***](http://www.amazon.com/gp/product/039393361X/ref=as_li_ss_tl?ie=UTF8&tag=imtheothcri-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=039393361X)

**Remember: the templates below are meant to “be direct with [you] about the key rhetorical moves that [critical thinking] comprises” (Graff & Birkenstein, 2010). Think of them as moves in a video game or a sport--the better we get at the game or sport, the more comfortable we get with knowing when and how to use a move best.**

**With that said, play around with these, notice how they are used in the writings of others, and determine that you will grow as an arguer this year.**

**And remember this, too: argument is hard, and hard means we get to grow rapidly if we dare to go all in.**

|  |
| --- |
| **Introducing What an Author Says**   * X acknowledges that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X agrees that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X argues that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X believes that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X denies/does not deny that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X claims that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X complains that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X concedes that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X demonstrates that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X celebrates the fact that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X insists that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X questions whether \_\_\_\_\_\_\_\_\_\_\_\_\_. * X reminds us that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X reports that \_\_\_\_\_\_\_\_\_\_\_\_\_. * X suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Introducing “Standard Views”**   * Americans today tend to believe that \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Common sense seems to say that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * It is often said that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Many people assume that \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Introducing an Ongoing Debate**   * In discussions of \_\_\_\_\_\_\_\_\_\_, one controversial issue has been \_\_\_\_\_\_\_\_\_\_\_\_. On the one hand, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ argues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ opposes \_\_\_\_\_\_\_\_\_\_\_\_\_. Others even believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_. My own view is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * When it comes to the topic of \_\_\_\_\_\_\_\_, most of us will readily agree that \_\_\_\_\_\_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_\_\_\_\_\_\_\_\_. While some are convinced that \_\_\_\_\_\_\_\_\_\_\_\_\_, others believe that \_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Using a Quotation (i.e., Backing up your argument with proof)**   * X states, “\_\_\_\_\_\_\_” ( ).   + **Example:** Standage states, “Some [drinks] have served to highlight the power and status of the elite” (2). * According to X, “\_\_\_\_” ( ).   + According to Standage, “Wine was the lifeblood of [Greece]” (3). * X himself writes, “\_\_\_\_\_\_\_” ( ).   + Standage himself writes, “Six beverages... chart the flow of world history” (2).   + Odysseus himself says, “I longed for sweet Penelope” (9.21). * In his book, \_\_\_\_\_\_\_\_\_\_\_\_\_\_, X maintains that “\_\_\_\_\_\_\_\_” ( ).   + In his book, *A History of the World in Six Glasses*, Standage maintains that “Greek and Roman knowledge... had been safeguarded and extended by scholars in the Arab world” (4). * Writing in the magazine \_\_\_\_\_\_\_\_, X complains that “\_\_\_\_\_\_\_\_\_\_\_\_” ( ).   + Writing in the online magazine *Salon*, Weitz complains that “reality television is little more than gladiatorial combat” (3). * X agrees when she writes, “\_\_\_\_\_” ( ).   + I believe wine was the most influential drink in history. Standage agrees when he writes, “Wins was the lifeblood of [Greece]” (4). |

|  |
| --- |
| **Explaining a Quotation (i.e., Showing that you understand what the quote says)**   * Basically, X is saying \_\_\_\_\_\_\_. * In other words, X believes \_\_\_\_\_\_\_\_\_\_\_\_. * In making this comment, X urges us to \_\_\_\_\_\_\_\_.   + In making this comment, Cepeda urges us to look consider whether we do, actually, like hard work. * X’s point is that \_\_\_\_\_\_\_\_\_. * The essence of X’s argument is that \_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Naming Your *Naysayers* or *Opponents* (i.e., Introducing your rebuttal)**   * Here many \_\_\_\_\_\_\_\_\_\_\_\_ would probably object that \_\_\_\_\_\_\_.   + Here many proponents of choice reading would probably object that complex texts destroy the enjoyment of reading. * Of course, \_\_\_\_\_\_\_\_\_\_\_\_s would certainly take issue with the argument that \_\_\_\_\_\_\_\_.   + Of course, antiglobalization activists would certainly take issue with the argument that globalization helps out developing countries. * \_\_\_\_\_\_\_\_\_\_\_s, of course, may want to question whether \_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Patriots, of course, may want to question whether the United States is acting out of selfish motives in its wars overseas. * Nevertheless, critics of \_\_\_\_\_\_\_\_\_ will probably argue that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Nevertheless, critics of student-chosen reading will probably argue that reading complex texts is the only way to increase reading levels. * Although not all \_\_\_\_\_\_\_\_\_\_\_\_\_s think alike, some of them will probably dispute my claim that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Although not all globalization fans think alike, some of them will probably dispute my claim that globalized companies are destroying developing countries. |

|  |
| --- |
| **Making a Concession (i.e., They have a point, BUT...)**   * Admittedly, \_\_\_\_\_\_\_\_\_\_\_. * Proponents of X are right to argue that \_\_\_\_\_\_\_\_\_\_\_\_\_\_. But they are exaggerating when they claim that \_\_\_\_\_\_\_\_\_\_\_\_\_.   + Proponents of complex texts are right to argue that reading such material is essential for post-secondary success. But they are exaggerating when they claim that Standage’s book is the only possible complex text for world history students to read. * While it is true that \_\_\_\_\_\_\_\_\_\_, it does not necessary follow that \_\_\_\_\_\_\_\_\_\_\_\_\_. * On the one hand, X is right to say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, it is still true that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Disagreeing, with Reasons (i.e., They are just wrong)**   * X is mistaken because she overlooks \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * X’s claim that \_\_\_\_\_\_\_\_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * X can’t have it both ways. On the one hand, she argues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, she also says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * By focusing on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

|  |
| --- |
| **Establishing Why Your Claims Matter (i.e., Why should I care about this argument?)**  **\*This is great clincher material\***   * X matters because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + High school matters because it either opens or closes doors into the rest of my life. * Although X may seem trivial, it is in fact crucial in terms of today’s concern over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Although doing homework may seem trivial, it is in fact crucial in terms of succeeding in high school and developing my brain. * Ultimately, what is at stake here is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Ultimately, what is at stake here is my lifelong flourishing; being lazy now means being unhappy for decades. * Although X may seem of concern to only a small group of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Although high school may seem of concern to only a small group of nerdy students, it should in fact concern anyone who cares about having an enjoyable life. |

**Transitions**

**For ADDING IDEAS:**

*also another in fact equally important moreover  
furthermore additionally indeed in addition*

**For MAKING A CONTRAST:**

*however nevertheless although conversely   
on the contrary notwithstanding even though all the same*

*on the other hand by contrast nonetheless*

**For COMPARING:**

*likewise equally along the same lines  
similarly in comparison in the same way*

**For CITING AN EXAMPLE:**

*for example in other words in fact  
for instance specifically after all  
as an illustration consider*

**For SHOWING RESULTS:**

*accordingly hence consequently  
as a result thus therefore*

**For REINFORCING AN IDEA:**

*especially important above all most noteworthy  
especially relevant a significant factor most of all*

**For ELABORATING (expanding upon a point):**

*actually by extension to put it another way  
to put it bluntly in short to put it succinctly  
in other words ultimately basically*

**For CONCEDING A POINT:**

*admittedly of course although it is true that  
naturally granted to be sure*

**For CONCLUDING:**

*clearly hence consequently  
obviously therefore thus  
in short all in all*