**Sentence Templates + Transitions**

**Derived from Graff and Birkenstein’s crazy-helpful** [***They Say, I Say***](http://www.amazon.com/gp/product/039393361X/ref%3Das_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.**

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