ADDENDUM - SECTION A
TEMPLATES & MODELS
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(to introduce quotations, give authorial credit, other)
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Below are examples of prompts to use as the teacher models and guides students’ practice with the four strategies that are part of *Reciprocal Teaching*:

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| **Questioning**    | - One question I had when I read was...?  
                     - From this bit of information, I can infer that...?  
                     - Is the author implying...?  
                     - Is_____ (information in the text) comparable to _____ (something known from past experience)?  
                     - I wonder...?  
                     - Who...? What...? Where...? When...? How...? Why...? |
| **Clarifying**     | - One of the words I wasn’t sure about was ...  
                     - What other words do I know that I can use in place of....?  
                     - What words or ideas do I need to clarify?  
                     - This is confusing me. I need to _____(identify the strategy) to figure this out. |
| **Predicting**     | - After thinking about what I just read, I think I will next be reading about... (with expository text)  
                     - Based on what has happened so far, this is what I think will happen next... (with narrative text)  
                     - I’ll probably find out more about...  
                     - Based on what I know about this character, I predict that he/she will respond by .... |
| **Summarizing**    | - What does the author probably want me to remember from this information?  
                     - What are the most important points in what I just read?  
                     - What would the teacher ask about the main idea?  
                     - In my own words, this is about ...  
                     - The main idea is... |
Introducing “Standard Views”

Americans today tend to believe that ____________.

Conventional wisdom has it that _____________.

Common sense seems to dictate that _____________.

The standard way of thinking about topic X has it that _____________.

It is often said that _____________.

My whole life I have heard it said that _____________.

You would think that _____________.

Many people assumed that _____________.

Source:
Capturing Authorial Action to Introduce Summaries or Paraphrases

- 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 deplores the tendency to ____________.
- X celebrates the fact that ____________.
- X emphasizes that ____________.
- X insists that ________________.
- X observes that ________________.
- X questions whether ____________.
- X refutes the claim that ____________.
- X reminds us that ________________.
- X reports that ________________.
- X suggests that ________________.
- X urges us to ________________

Source:
**SECTION A. TEMPLATES**

**SIGNAL PHRASES**

**Introducing Quotations**

- X states, “____________________.”
- As the poet X puts it,” __________________.”
- According to X, “____________________________.”
- X himself writes, “____________________________.”
- In her book, __________, X maintains that “____________.”
- Writing in the journal commentary, X complains that “________”
- In X’s view, “______________________.”
- X agrees when she writes, “________________.”
- X disagrees when she writes, “________________.”
- X complicates matters further when he writes, “________________.”

**Explaining Quotations**

- Basically, X is saying/suggesting/arguing/proposing/denying that ____________.
- In other words, X believes/suggests/confirms/observes/illustrates ____________.
- In making this comment, X argues/contends/proposes/questions that ____________.
- X is insisting/proposing that ________________.
- X’s point is that ________________.
- The essence of X’s argument is that ________________.

**Source:**
Making What “They Say” Something You Say

I’ve always believed that ______________.

At one time I used to think that __________, but now I believe that _______.

Although I should know better by now, I cannot help thinking that ________.

While I believe ______________, I am also convinced that ______________.

Introducing Something Implied or Assumed

Although none of them have ever said so directly, my teachers have often given me the impression that ______________.

One implication of X’s treatment of ______________ is that ______________.

Although X does not say so directly, she apparently assumes that ______.

While they rarely admit as much, ________, often take for granted that __________.

Source:
Introducing an Ongoing Debate – Argument and Counterargument

In discussions of X, one controversial issue has been_______________.

On the one hand, ___________ argues _______________. On the other hand, ___________ contends _______________. Others even maintain _______________.

My own view is that ________________________________________________.

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 _________________. Whereas some are convinced that _________________________________________, others maintain that _________________________________________.

In conclusion, as I suggested earlier, defenders of ________________, can’t have it both ways. Their assertion that _____________________________________ is contradicted by their claim that _________________________________________.

Source:
DIRECTIONS: In analyzing an argument, fill in the blanks as follows:

1st blank: the grounds – the material the writer uses to support a claim; it can be evidence based on logos – such as facts or expert opinion, pathos – appeals to emotion, or ethos – an appeal to the values of the audience.

2nd blank: the claim – the main point of the essay usually stated directly as the thesis. (However in some arguments it may be implied.)

3rd blank: the warrant – the logical inference that connects the claim back to the grounds.

Claim: Charise should be elected class president.
Grounds: Charise is an honor student.
Warrant: A person who is an honor student would make a good class president.

E.g., Because Charise is an honor student (grounds), [implied therefore] she should be elected class president (claim), since a person who is an honor student would make a good class president (warrant).

Sources:
**THE GRAFF TEMPLATE**

Helps students use the elements of an argument – claim, support, examples – to guide their reading and writing processes. It provides a useful structure for students to follow until they internalize the process.

| The general argument made by author X in her/his work
| (title) ____________________________________________ is that ____________________________
| __________. More specifically, X argues that ____________________________________________
| __________. She/He writes, “ ____________________________
| __________. In this passage, X is suggesting that ____________________________________________
| __________. In conclusion, X’s belief is that ____________________________________________
| __________. In my view, X is wrong/right, because ____________________________________________
| __________. More specifically, I believe that ____________________________________________
| __________. I maintain that ____________________________________________
| __________. Therefore, I conclude that __________________________________________________

Published in 1997, the following (annotated) speech aimed to establish Tony Blair’s role in reforming the Labour Party after three years as their leader.

Figure 2

"The Rights We Enjoy, The Duties We Owe"
From New Britain: My Vision of a Young Country
Tony Blair

Individuals prosper best within a strong and cohesive society. Especially in a modern world, we are interdependent. Unless we act together to provide common services, secure our industry and people for industrial and technological challenge, and guarantee a proper system of law and government, we will be worse off as individuals. In particular, those without the best start in life through birth are unlikely to make up for it without access to the means of achievement. Furthermore, though this may be more open to debate—a society which is fragmented and divided, where people feel no sense of shared purpose, is unlikely to produce well-adjusted and responsible citizens. But a strong society should not be confused with a strong state, or with powerful collective institutions. That was the confusion of early Left thinking. It was compounded by a belief that the role of the state was to grant rights, with the language of responsibility spoken for less fluently. In a further arena of thinking, connected with the libertarian Left, there was a kind of social individualism espoused, where you “did your own thing.” In fact this had very little to do with any forms of left-of-centre philosophy recognisably to the founders of the Labour Party.

The reaction of the Right, after the advent of Mrs. Thatcher, was to stress the notion of the individual against the state. Personal responsibility was exalted. But then a curious thing happened. In a mirror-image of the Left’s confusion, the Right started to define personal responsibility as responsibility not just for yourself but to yourself. Outside of a duty not to break the law, responsibility appeared to exclude the broader notion of duty to others. It became narrowly acquisitive and rather destructive. The economic message of enterprise—of the early 1980s—became a philosophy of “Get what you can.”

All over the Western world, people are searching for a new political settlement which starts with the individual but sets him or her within the wider society. People don’t want an overbearing state, but they don’t want to live in a social vacuum either. It is in the search for this different, reconstructed, relationship between individual and society (that idea of “community”) that ideas about “community” and “belongingness” become a recognition of interdependence, but not overweening government power. It accepts that we are better equipped to meet the forces of change and insecurity through working together. It provides a basis for the elements of our character that are cooperative as well as competitive, as part of a more enlightened view of self-interest.

People know they face a greater insecurity than ever before: a new global economy; national and rapid changes in technology; a labour market where half the workers are women; a family life that has been altered drastically; telecommunications and media that visit a common culture upon us and transform our expectations and behaviour.

This insecurity is not just about jobs or mortgages—though of course these are serious problems. It is about a world that in less than a lifetime has compressed the historical change of epochs, just as it is bewildering. Even religion—once a given—is now an exception. And of course the world has the nuclear weapons to destroy itself many times over. Look at our children and the world into which they are growing. What parent would not feel insecure?