

Check: arguments and fair replies: roles

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All situations, people, observations and counts in this selection are invented for practice, not research or actual classroom results.

Use only the supplied information. Your position is not scored. Write, type, point and explain, or dictate as agreed with your teacher. Use extra labeled paper if needed.

Work without teacher answers or another person choosing your reasoning. A neutral read-aloud, extra time, larger text, dictation or typing may be used; record the support. If someone explains a role or suggests a reply, record that help and treat the work as supported practice.

Tool labels

A. In an invented one-afternoon session, 11 of 14 club members returned a paper punch to its assigned tray after reading a tool-name label. B. The craft club should label its tool trays with tool names. C. The club's noticeboard lists four upcoming craft meetings. D. Tool-name labels can help members find the assigned place when returning tools.

Classify every labeled statement by its job here: claim, reason, specific relevant evidence, or unrelated detail. Explain how the evidence supports the reason and how the reason supports the claim. Give one limit on what the evidence shows. A detail about the same topic is not automatically relevant; limited evidence is not automatically unrelated.

Label A–D and explain each statement's job. Continue your reasoning on the next page.

A: ____ B: ____ C: ____ D: ____

Explain the argument links

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Use Tool labels from the preceding page. Use statement letters or accurate paraphrases.

Evidence to reason, then reason to claim

Explain both links, including why the unrelated detail has no stated link.

A relevant limit

Name what the supplied evidence does not show; say why that limit does not by itself make the evidence irrelevant.

Represent and answer the other view

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Project recordings

In an invented class, Jo proposes that each project group record a two-minute explanation so absent classmates can hear its main choices. Ren says: “Some members do not want their voices recorded, and making a recording takes editing time. A short written explanation of the group’s choices would be another option.” No recordings or written explanations have yet been made.

Write a fair reply. Accurately state at least one main concern and the speaker’s stated alternative; other concerns may be omitted. Explain why your selected concern matters and connect your reply to it. Give a related reason, practical change, agreement or qualification, and one remaining limit. Make your reasoning clear. You may support either option or propose a qualified response.

Plan your reply below. Continue on the next page.

One main concern and the stated alternative

Why the concern matters

Your reasoned reply and remaining limit

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Use Project recordings from the preceding page. Your reply can agree, disagree or qualify; your position is not scored.

Connected reply

Explain how your response addresses the selected concern. Name a remaining limit. You may combine the concern, alternative and importance with this reply.

Check clarity

Can a reader identify your selected concern, the stated alternative, the link to your response, and the remaining limit? Revise if needed.
