

Argumentation: Teach, Respond and Reconsider

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C08 v1.0.0 · Teacher orientation · Grade 6 ELA provisional authoring target

Use accepted L09 for argument roles and relevant reasoning, and L10 for fair counterargument response. Then use G6A01 to check, select a concrete response task and revisit with new situations.

Fit and preparation

Learners need to read or listen to short arguments and communicate a brief explanation. Prepare one complete student selection and a way to write, type or dictate. No purchase, account, email or LMS is needed. The site does not collect learner responses.

Start locally

If the targets have not been taught, begin with the accepted lesson learner and teacher files. If they have, read the teacher guide, verify which texts are already known and use the unused check. Keep fresh recheck and later transfer for their intended occasions.

Choose after reading the response

Continue connects reasoning already emerging. Clarify addresses a specific confusion. Reteach supplies separate miniature models and chunked practice. Extend changes argumentative context and compares defensible replies. Choose by the actual response and conditions; no route diagnoses ability or requires a preferred stance.

Keep the two targets separate

Record the four L09 criteria and four L10 criteria independently. Do not combine them into a mastery score. One short response does not establish a lasting ability or progress trend.

Teacher-only package contains answers and reserved situations. Give learners only the selected student file. The first page is neutral and suitable for preview; it contains no assessment passage or answer.

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Files, exposure and next use

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Nine complete selections

Seven student choices: check-only; route-continue; route-clarify; route-reteach; route-extend; fresh-recheck; later-transfer. Teacher/teacher-guide contains keys, alternatives, criteria and print map. Shared/start-here is this two-page orientation. Each is available as PDF, native editable DOCX and semantic HTML.

Accepted first teaching

L09 v0.1.2: Distinguish Claims, Reasons, and Relevant Evidence — mentorteaching.com/resources/distinguish-claims-reasons-and-relevant-evidence/

L10 v0.1.7: Respond to a Counterargument — mentorteaching.com/resources/respond-to-a-counterargument/

Reserved versus practice

Check uses tool labels and project recordings. All four routes intentionally share puzzle bags and gallery questions. Reteach adds folder-tab and poem-sharing teaching miniatures. Recheck uses sewing kits and rehearsal questions. Transfer uses an archive and exhibition. Do not show the reserved pairs during route teaching.

Public downloads can be encountered independently. Ask about previous access without blaming the learner. If a reserved pair is known, label its response exposed practice; use another genuinely unused reserved pair only if its purpose fits. If all are known, this collection supplies no further unused form.

Print and bundle

Print each selected student PDF in full: check 1–4; continue 1–4; clarify 1–4; reteach 1–5; extend 1–6; fresh recheck 1–4; later transfer 1–4. Teacher guide gives task-level mapping. The teacher-only ZIP includes these 27 exports plus the eight unchanged L09/L10 learner/teacher PDF/DOCX downloads and README/version map.

Evidence limits

Original invented cases are instructional examples. No timing estimate, classroom effectiveness, diagnostic validity, official standards alignment or equivalent-form calibration is claimed. Actual author export checks and independent review status are recorded separately. Native DOCX structure does not establish Office pagination; browser checks do not establish AT conformance or physical printing.

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