

Fresh recheck: new arguments and 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.

Sewing-kit checklists

A. The costume club's storage cupboard has a blue door. B. In an invented kit return, 9 of 12 members who used a printed checklist noticed an unreturned item before putting the kit away. C. A checklist can help members notice missing items at return time. D. The costume club should include printed checklists with its sewing kits.

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 Sewing-kit checklists 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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Rehearsal questions

In an invented drama group, Ali proposes a question circle after each rehearsal so members can discuss confusing scenes. Noor says: “People who need to leave promptly could miss the discussion, and some members do not want to ask a question aloud. A question envelope collected before rehearsal ends would be another option.” The group has not tried either approach; no answer schedule is given.

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 Rehearsal questions 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.
