

Continue: connect and consolidate: 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.

This is exposed practice. Work with the support agreed with your teacher; later checks use different situations.

Puzzle-bag cards

A. A contents card can help borrowers notice a missing piece before they leave the puzzle area. B. The puzzle club should attach contents cards to its puzzle bags. C. The puzzle club has three puzzle meetings planned for next month. D. In an invented bag check, 8 of 10 borrowers used a contents card to notice a piece was missing before leaving.

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.

Use the puzzle argument to make a two-step reasoning chain. For the gallery exchange, choose one concern and write your reply before checking that every sentence connects to it.

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

Explain the argument links

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Use Puzzle-bag cards 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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Gallery questions

In an invented class gallery, Dev proposes that visitors post questions on a large sheet beside each project so groups can respond later. Inez says: “A sheet could fill before quieter visitors add a question, and groups may not have time to answer every question. Each visitor could hand in one small question card instead.” No response time or number of visitors is supplied.

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.

Add a relevant question you would ask before deciding how widely to use the cards. State how an answer would inform the decision; do not invent the answer.

One main concern and the stated alternative

Why the concern matters

Your reasoned reply and remaining limit

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Use Gallery 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.
