

Reteach: separate teaching miniatures

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

Folder tabs — teaching miniature

A. The art group should add name tabs to its shared folders. B. Tabs can help members find their own folder. C. In an invented check, 4 of 5 members found their folder using its tab. D. The art group meets on Tuesdays.

Completed practice model: A is the claim, B the reason, C specific relevant evidence and D unrelated here. The 4 of 5 count supports finding folders with tabs; finding them gives a reason for tabs. Tuesday meetings do not support that reason. Five invented members do not establish a result for everyone.

Poem sharing — teaching miniature

In an invented writing club, Kim proposes reading poems aloud at the end of the session. Rae says: “Some writers may not want to read aloud. A voluntary silent poem table would be another option.” No participation count is supplied.

One completed practice reply: Rae says some writers may not want to read aloud and suggests a voluntary silent poem table. Choice matters because some writers may prefer sharing silently. I support the table so writers can choose to share without speaking. Someone still needs to prepare space, and a silent table does not offer a spoken performance. Keeping optional readings as well is another defensible reply.

These are teaching examples, not answers to the puzzle or gallery tasks.

Reteach: model, chunk and explain: roles

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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.

After the separate teaching miniatures, work one statement at a time. Ask: position, why, specific support, or no stated link? Explain rather than following statement order.

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.

Plan your gallery reply in four steps: concern plus alternative; why the concern matters; connected response; remaining limit. You may rehearse aloud, then record your reasoning.

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.
