

# Trace the Argument

Compare a notice with an argument that uses it.

**8.8** "Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## 1 READ AND MARK \_\_\_\_\_ Read it twice

**YOUR JOB** Box Text A's heading. Underline Text B's first sentence. Circle the in-text marker [1] immediately after "four days" in Text B.

### Two Texts, Different Purposes

#### Text A: Informational notice (fictional school)

Riverbend Student Council. "Book-Return Trial." School Notice, 2026.

For four school days, volunteers counted 12 books left on classroom windowsills instead of in the library return box. The count describes only those four days. During a one-week trial, a labeled book-return tray will stand beside each classroom door. A volunteer will empty each tray after lunch. The library desk will still accept returns. No extra volunteers are available during the trial.

#### Text B: An argument about the trial

Riverbend should try classroom book-return trays before deciding whether to keep them. The notice records 12 books left on windowsills during four days.[1] A tray beside each door would give students a clear place to leave returns, and the planned after-lunch collection would give volunteers a regular time to move them. Trying the plan for a week could show whether fewer books are misplaced. The earlier count alone does not prove the trays will work.

Some students worry that collecting trays will add work for volunteers. That concern matters because no extra volunteers are available. The council could track the time spent collecting trays during the trial and ask volunteers whether it is manageable. It should compare misplaced-book counts and workload before deciding to continue. A trial allows the school to test a proposal while taking its possible costs seriously.

[1] Riverbend Student Council. "Book-Return Trial." School Notice, 2026. Text A above. Both texts and all numbers are fictional classroom examples.

**2 ANSWER WITH EVIDENCE** \_\_\_\_\_ Use the passage

**1** How do Text A and Text B differ in purpose? Give one feature of each that supports your answer.

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**2** What does the count of 12 books show, and what does it NOT prove about the proposed trays?

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**3** What concern does Text B acknowledge? How does the proposed response address it?

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**4** Trace Text B's argument structure from claim to response. How does its numbered source note help the reader?

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**3 YOUR TURN**

Your own words

Write a 100–130 word argument supporting or questioning one part of this fictional trial. Follow the stages below. Count only the two body paragraphs.

**Paragraph 1: claim and support**

Write your claim and two supports. Mark borrowed information from Text A with [1]. Keep observations distinct from predictions.

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**Paragraph 2: concern and response**

Explain a reasonable concern and answer it. Together, the two paragraphs should have 100–130 words.

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**Source note and check**

Copy Text A's author, title, collection and year after [1]. Check your source use, word count and two paragraph breaks.

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**PART 1 • READ AND MARK**

Box Text A's heading. Underline Text B's first sentence. Circle the in-text marker [1] immediately after "four days" in Text B. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                     | ANSWER                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | How do Text A and Text B differ in purpose? Give one feature of each that supports your answer.              | <b>Text A informs students of trial arrangements using dates, counts and procedures. Text B persuades readers to try and evaluate the trays using a claim, supporting reasons and a response to a concern.</b>  |
| 2 | What does the count of 12 books show, and what does it NOT prove about the proposed trays?                   | <b>It shows 12 books were left on windowsills during the four observed days. It does not establish other weeks' counts or prove trays will reduce misplaced books.</b>                                          |
| 3 | What concern does Text B acknowledge? How does the proposed response address it?                             | <b>Collecting trays could burden volunteers when no extra help is available. Tracking collection time and asking volunteers about workload tests whether the burden is manageable.</b>                          |
| 4 | Trace Text B's argument structure from claim to response. How does its numbered source note help the reader? | <b>It proposes a trial, gives the misplaced-book evidence and reasons, acknowledges workload, and suggests evaluation before continuing. The note directs the reader to Text A to check the borrowed count.</b> |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

Riverbend should keep accepting returns at the library desk during the tray trial. The notice already permits both methods, so students who pass the library can return books there.[1] Trays beside classroom doors give other students a convenient option. Keeping both routes allows the school to test a new idea without taking away a familiar one.

Some students may worry that two return routes will be confusing. The council could place a short sign beside each tray explaining that the library desk still accepts books. That explanation would answer the concern without adding another collection route for volunteers. After the trial, the school could ask students whether the choices were clear.

[1] Riverbend Student Council. "Book-Return Trial." School Notice, 2026. Text A in this worksheet.

### **TEACHER ASSESSMENT NOTES**

Use only the supplied fictional case. Accept different claims supported accurately by Text A. Assess purpose, argument structure, fair handling of a concern and a matching citation. The notice is evidence about this invented trial, not real research.