

Name: \_\_\_\_\_

Planning a Line of Reasoning

**A**

Part I: Claim: [topic, course of action, reasoning] \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Part II: Select Most Relevant Evidence—5-6+  
 Select most relevant evidence. Include key words from annotation & article #.  
 Consider selecting pairs of evidence.

Part III: Plan a Line of Reasoning  
 Plan to write 3-6 paragraphs. After you determine how the evidence is connected,  
 insert the # for the evidence into the paragraphs below. Write a word or two to  
 explain how the evidence is connected.

1	<b>B</b>	Paragraph 1	<b>D</b>
2		Paragraph 2	
3		Paragraph 3	
4		Paragraph 4	
5 (countering)	<b>C</b>	Paragraph 5	
6		Paragraph 6	

- A:** Students should write their initial claim(s) here. The claim is crucial in the planning of an argument because all reasoning and evidence included should support or substantiate that claim. Calling this the initial claim helps students understand that their claim may grow in complexity as they work through the reasoning and evidence, culminating in a concluding paragraph that communicates the complex, nuanced claim(s). Simply put, starting with an initial claim gives students a finite point to gather evidence around.
- B:** The numbered left-hand column serves as a parking lot for evidence students have collected in their Detailed Research Report that is relevant to their initial claim (A). Students should try to include 3-4 pieces of evidence, and the left-hand column is made up of numbered cells for students to collect that evidence.
- C:** The cell marked “(countering)” is reserved for evidence that others would use to counter the student’s initial claim. In the cell below the countering cell, Cell 6, students should add the piece of evidence they would use to counter the counter-evidence. What evidence would they use to answer that counter-evidence in Cell 5? Cells 5 & 6 become a pair and will later appear together in the students opinion-editorial piece. Once students have completed B & C, it may help them to code their evidence with [source material moves](#) from Joseph Harris’ book, *Rewriting: How to Do Things with Texts*. Coding will help students’ planning process.
- D:** In the right-hand column, students plan the order of the evidence they’ll present in their argument by pulling across the evidence from the left-hand column. They can group complementary pieces of evidence into evidence pairs, including the countering pair from Cells 5 & 6. When they write their evidence, they begin with their initial claim and work from top to bottom down the right-hand column.