Grade 8 Playlist: Delineating and Evaluating an Argument

Aligns with CCSS.ELA-LITERACY.RI.8.8:

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Welcome

When making an argument, an author supports the position he or she take on an issue by making claims. In turn, these claims must be supported with evidence from valid, credible sources. An argument should only include evidence that is relevant to the claims the author is making. Poor arguments often include evidence that does not support the author's claims, or evidence that does not do so sufficiently. It is up to the reader to delineate and evaluate an argument to determine whether it is a valid one.

Objectives

In this playlist, students will learn how to:

- delineate and evaluate the argument and specific claims in a text.
- assess whether the reasoning used in an argument is sound and the evidence is relevant and sufficient.
- recognize when irrelevant evidence is introduced.

Review

Key Terms

- In an **argument**, an author gives a point of view on a subject and explains why the reader should have the same point of view. To convince the reader to accept his or her point of view, the author makes **claims**, or statements, about the subject that he or she wishes for the reader to accept as fact.
- Authors must prove claims. To prove that the claims they make should be accepted as facts, authors use **evidence** to support their claims. Evidence can take many forms: statistics, the opinions of experts in the field, and text from documents and studies, among many other things. However, it is very important that evidence be:
    - **valid,** or well founded and truthful (not just something the author made up);
    - **relevant,** or connected to the claim that is being made (not a random statement that has little to do with the subject); and
    - **sufficient,** or adequately supporting its purpose in the argument.

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- In some arguments, an author clearly states the position he or she is arguing. Other times, it is not so clear. The reader must **delineate** the argument, or determine its claim and evidence, to describe it in detail. Then, after the point of view, claims, and evidence are determined, the reader **evaluates** the argument, determining whether or not it is strong enough to be convincing.

Exploring the Standard

To properly evaluate an argument, readers must delineate the argument's claims and evidence. Then, they must decide whether or not the evidence is valid, relevant, and sufficient. Sometimes these factors are obvious, but in other situations the argument must be carefully examined.

A Closer Look: Recognizing a Good Argument

When delineating an argument, try to determine the author's position after the first read of the it. Then, read it more closely to find what the author's claims are and how they support author's position. The remaining text should support these claims as evidence. Does the argument include any claims or evidence that do not support the position? Is the evidence given enough to convince the reader that the author's claims are valid and factual, or is more needed? And is the evidence even believable in the first place? Can the author cite sources if necessary?

Example 1

Below is an argument. Read it and try to delineate the position and how the author supports it.

[1]Do you grow a vegetable garden? If you don't, then you definitely should. Even if you live in an apartment, you can grow a garden on your balcony or even on a windowsill. But if you do have one, then you know how good vegetables are that are grown without pesticides or genetic modification. There is a great difference between vegetables you grow yourself and those that you find in grocery stores. Homegrown vegetables taste better because they do not contain GMOs.

[2]Genetically modified organisms, or GMOs, do not just taste bad. They are dangerous for people to eat, especially small children. They are made in laboratories using scientific techniques that do not happen in nature. Some people like to defend GMOs by comparing them to the plants that ancient people developed through selective breeding over the course of many centuries, like corn, carrots, and watermelon. But the work that is being done today by scientists is completely different.

[3]The most frightening thing about GMOs is that most people do not know that they are eating them. They are found in many everyday foods that we all find on the grocery store shelves. Even though GMOs are very dangerous, there are no laws requiring that they be labeled. This is very wrong; people should know what goes into their food. If food companies have to use GMOs in their foods, there should be laws requiring them to label these foods. This way, consumers know what they are getting and whether or not their food is dangerous and bad for them.

This is *not* an effective argument. For one, it is difficult to define what position the author is taking. Are they trying to convince the reader to grow a vegetable garden? In the first part of the argument, that appears to be so. However, the rest of the argument has nothing to do with vegetable gardening. The information in the first paragraph is irrelevant and should not be included in the argument.

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After reading the entire argument, it seems that the position is to convince the reader that laws should require foods containing GMOs to be labeled. What claims are made to support this position, and what evidence supports these claims?

- "Homegrown vegetables taste better because they do not contain GMOs." This claim gives an opinion that cannot be supported by valid evidence.
- "They are dangerous for people to eat, especially small children." The author supports this claim by stating that GMOs are produced in laboratories using unnatural techniques. Lifesaving medicines are also produced in laboratories. How does this make GMOs dangerous (especially for small children)?
- "The work that is being done today by scientists is completely different (from ancient genetic engineering)." How so? The author does not support this claim in any way.
- "The most frightening thing about GMOs is that most people do not know that they are eating them." This claim seems to contradict the earlier claim that foods containing GMOs taste considerably different from foods that do not contain GMOs.

Example 2

Read this argument and try to delineate the author's claims and evidence. What makes it a better argument than the one in Example 1?

[1]GMOs are being hailed as a solution to all of the world's problems with hunger, malnutrition, and food supply. But evidence will show that they are not as great as people may think—instead, they are a potential danger to us all, and one that should be avoided. Unfortunately, the lack of labeling laws makes it nearly impossible for the average consumer to avoid these genetically modified foods.

[2]People who support GMOs are very quick to point out that foods can be genetically modified to boost their nutritional value. However, doctors in the United States are quick to advise pregnant women and the very ill to avoid them! The reason is that not enough is known about their long-term health effects. More research is needed before we can assume them to be safe.

[3]Would you be willing to drink a bottle of insect repellant? When you eat some GMO crops, you are doing just that! Plants are often genetically modified to resist insects, so that fewer pesticides are needed. How do these plants repel insects? By creating their own substances that do the job. If a plant is poisonous to insects, what effect would it have on humans?

[4]GMOs first became widely grown in the United States in 1996. Since then, the percentage of chronically ill Americans has jumped to 13 percent. Is this a result of GMO consumption? It is not known for certain since research is still needed to show the long-term effects of these organisms in humans. Isn't the coincidence too blatant to ignore?

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[5]In the United States, 94 percent of soybeans and 88 percent of corn is genetically modified. If people want to avoid GMOs in their diet, how do they make sure that the soy and corn they eat is not genetically modified? There is only one way—by requiring all food companies to label all foods that contain GMOs. Once labeling is in force, the consumers will decide.

The author of this argument takes the same position as the author of the previous one. However, her claims are different and better supported:

- "They are a potential danger to us all, and one that should be avoided." The author supports this claim by stating that doctors advise those whose health is at risk to avid GMOs, since possible risks involving them are not entirely known.
- "GMOs first became widely grown in the United States in 1996. Since then, the percentage of chronically ill Americans has jumped to 13 percent." The author acknowledges that a direct link has not been found, but that one may be found in the future.
- "In the United States, 94 percent of soybeans and 88 percent of corn is genetically modified." These statistics show how difficult it is to avoid GMOs if they are not labeled.

Many of the claims that are made by the author of this argument are supported by evidence that would need to be cited in order to be valid. However, if the author were able to correctly cite the sources, the evidence would be considered valid, relevant, and sufficient. While the reader would need to hear an equally strong counterargument to evaluate his or her own view on the position of GMO labeling, the argument provided here is reasonably sound.

Watch!

Watch this video to learn more about different types of arguments:

- https://www.opened.com/video/different-types-of-arguments-marianne-talbot-youtube/98340

Applying the Standard

Create an outline or graphic organizer delineating the argument given in Example 2. Place the author's position at the top, followed by the claims given to support the position. Under each claim, give the pieces of evidence the author gives. Use the outline to evaluate places where the evidence is insufficient or could be strengthened.

Complete this activity for additional practice in delineating and evaluating arguments:

- https://www.opened.com/homework/8-ri-8-delineate-and-evaluate-the-argument-and-specific/3712289

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Self-Check: RI.8.8

Read the passage. Then answer the question.

"Can Parrots Learn Language?"

1 In 2004, an African gray parrot named Einstein from the Knoxville Zoo appeared on the Animal Planet show Pet Star. In a few minutes' time, Einstein made the sounds of a cat, a dog, an owl, a rooster, a pig, a wolf, a chimpanzee, a penguin, a car, a spaceship, an evil laugh, a pirate, and a roller coaster. Then she sang the song "Happy Birthday." Obviously, parrots are excellent mimics. Equally obviously, parrots can use sound to communicate, saying, for example, "Polly want a cracker" when they want a cracker. So, parrots can imitate sounds, and they can use mimicked sounds to communicate what they want. However, can what parrots do really be considered language?

2 Some people don't think so. The philosopher Daniel Dennett wrote, in 2003, "I think it is quite obvious that language is what sets us apart from all other animals." Professor Noam Chomsky of the Massachusetts Institute of Technology, an expert on language, agrees. He says that comparing the sounds nonhuman animals make to language is like comparing pole vaulting to flying. Steve Hartman, founder of the Hartman Aviary, disagrees. "Parrots are one of only six known groups of animals that must develop a verbal language to be able to socially interact," he says.

3 So, who's right? Is what parrots do really language? To begin to answer this question, we need to think about what creatures that clearly can use language are able to do. What abilities do people who can use language have? Here's a list:

Using Arbitrary Names: People can learn names of things, qualities, and actions. If a child has never seen a swan, you can point to a swan and say the word, and he or she will learn the name. Importantly, the names can be, and often are, completely arbitrary or random. Suppose that your friend draws a crazy squiggle on a piece of paper. Your friend could say that this shape is called a "keezle" or a "jakka". It doesn't matter what name your friend comes up with. Because you both use language, you can connect the randomly chosen word to what it names.

Connecting Word Parts to Make New Words: People can connect individual sounds, word parts, and whole words to make new words. Even if you have never heard the word water-tower, you can connect the words "water" and "tower" to make the word water-tower.

Combining Words to Say Completely New Things: People can use language to understand or say things they've never heard before. You may have never heard the sentence "The chimpanzees watched the space shuttle", but you can easily decipher or produce this sentence on your own.

Connecting Words in the Right Order to Make Complete Statements: People put words together in the right order to make sentences. For example, "they say", "I walk", or "She sang". They don't accidentally say, sometimes, Walk I or Sang she.

Communicating about Concepts: People can think of concepts and communicate about them. A concept is an abstract idea like happiness, roundness, size (big or small), similarity, difference, or number.

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Communicating about Absent Things: People can communicate about things that are not present. You can talk about being at home when you are at school, for example, or about being at school when at home.

Communicating about Emotions: People can use words to communicate how they are feeling.

To use language, scientists say, parrots would have to do all this. Can any parrot do all this? Consider the case of Alex.

4 Alex was an African gray parrot trained and studied for 30 years by scientist Irene Pepperberg. She started by teaching Alex a few simple names for things. Alex learned more than a hundred words. He learned arbitrary names of objects and actions like walnut, key, want, and go. When presented with a fruit he hadn't seen before—an apple—he combined two words he already knew—cherry and banana—to create a new name for it—a "banerry". To Alex, the apple looked like a large cherry and tasted something like a banana. Alex could also reverse the process. Once, he wanted a nut. His trainer wouldn't give him one. So, he got mad and spelled the word to her: N-U-T. He had reversed the process of creating a word from its individual sounds! Alex often combined words he knew to make complete statements like Want grape and Want walnut, but he wouldn't put them in the wrong order and say Grape want or Walnut want.

5 Pepperberg taught Alex the names for colors, shapes, and types of material. She would place a bunch of variously colored triangles on a tray and ask, "What shape?" Alex would say, "three-corner." She would put variously shaped blue items on a tray and ask, "What color?" Alex would say, "Blue." She could put objects of various shapes and colors and materials on a tray and ask him to pick the blue ones or the square ones or the wooden ones, and he would do it. If someone showed Alex two objects of the same shape and material but different color and asked, "What's different?" Alex would name the color. Pepperberg taught Alex the names of the numbers from one to six. She would show him a bunch of objects and ask, "How many wood?" and he would tell her. Alex could think and speak about abstract concepts like size, shape, color, material, similarity, difference, and number.

6 Alex could also speak about absent things. On his own, he invented a word for none, or zero. And once, Pepperberg took Alex home with her. Alex saw some owls outside. He started screaming, "Wanna go back," meaning back to the lab.

7 Alex was also good at expressing his emotions. If he was mad at a trainer, he would say, "You turkey." If another bird in the lab answered a question wrong, Alex would say, "Wrong!" One day, when Pepperberg was asking Alex a number question, the bird kept giving the wrong answer. Things seemed hopeless. Exasperated, she started to leave the lab, but when she turned to go, Alex squawked, "I'm sorry. Come here," and frantically repeated the right answer. Alex wasn't having problems with the numbers. He was just bored and showing it! One evening, as Pepperberg was leaving the lab, Alex said, "You be good. I love you." That evening, Alex passed away.

8 Alex did what people thought no nonhuman animal could do. Was what he did sophisticated enough to be called language? Some scientists are still not convinced. One thing is certain, however: If you call someone a birdbrain and mean this as an insult, then you are the one not thinking clearly, for birds are far more intelligent than anyone previously imagined.

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1. What method does the author of this article use to support the opinion that parrots can use language?

   A. The author gives examples of parrots mimicking the sounds of a cat, a pig, a car, an evil laugh, a pirate, and a roller coaster.
   B. The author gives an example of parrots using a memorized sentence—"Polly want a cracker?"—to get what they want.
   C. The author presents evidence of parrot language taken from work by the philosopher Daniel Dennett and the linguist Noam Chomsky.
   D. The author describes characteristics of language and then tells about a parrot, Alex, whose talk had those characteristics.

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Read the passage. Then answer the question.

"Should Exotic Animals Be Kept as Pets?"

Dear Editor:

1 It has come to my attention that Birds and Beasties, a pet store that buys and sells exotic pets, has opened for business only 250 feet from the southwest corner of Keaton Middle School. As the principal of Keaton, it is my responsibility—one I take quite seriously—to express my concern.

2 Last week, five baby hedgehogs on display at the store's grand opening wandered out of the shop and were discovered rolled up in tight little prickly balls inside a student's backpack. That student's mother phoned the school in a fury and complained to the district office. It just so happens that her 13-year-old son, an eighth grader at Keaton, suffers from a severe hedgehog allergy. Only the quick thinking of our school nurse prevented a disaster. This incident has prompted me to take a close look at the "merchandise" for sale at this establishment.

3 I am outraged. Do you know what an exotic pet might be? Exotic pets include insects, such as hissing cockroaches and beetles; mammals, such as bats, chipmunks, raccoons, and skunks; and birds, such as owls and hawks. At this very moment, a coyote or kangaroo could be penned up inside Birds and Beasties waiting for its opportunity to escape. Picture the panic if an anteater were found romping through the neighborhood. I was shocked when I stopped by the pet shop to buy canary food and discovered cages, tanks, and open pens filled with all manner of weird creatures watching me with their beady little eyes and daring me to take them home.

4 The shop even maintains a petting zoo. Customers are invited to play with degus, chinchillas, opossums, and flying squirrels. I have written to the local health department to investigate the possibility that these creatures pose a risk to the health of our students. I know full well that snakes and reptiles often harbor worms and bacteria that make people sick. Our community has finally begun to relax after last summer's cicada invasion. I would not be fulfilling my responsibility as the principal of Keaton Middle if I remained silent about the new threats posed by exotic animals.

5 In addition, the location of the pet shop could hardly be worse. The deli next door is a popular after-school gathering spot for students. Many of our students walk by the shop on their way home from school. The school bus stop is only 50 feet away. No one, of course, is forced to enter, but the location and the exotic merchandise create an attractive nuisance. Students walking by will find it hard to resist the temptation to wander in for a peek at the pets, which could endanger their health; indeed, their very lives.

6 Surely you have heard the horror stories about exotic pet attacks. A woman and her dog were playing in their backyard in Utah last year when an exotic snake grabbed the dog. The woman pried the snake's mouth open to free her dog, but the snake buried its fangs in her leg before it slithered off. The report said the reptile was most likely an escaped exotic. She probably purchased it at a pet store much like the one whose banner now flies over Southwest Main Street.

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7 Of course, don't get me wrong. I love animals. I worry just as much about the health and well-being of the poor, unfortunate exotic pets. They risk injury, death, and disease, too. In fact, I read an article just last week about a man who was arrested for biting his pet python. The python recovered, I'm happy to say. The man claimed he didn't remember why he bit the snake. And in North Carolina, a six-foot pet emu escaped from its home and ran loose for more than a week. The giant bird died during a foot chase with police. The exotic pet business is risky for man and beast.

8 True story: In Chicago, a man kept his pet gator in the basement, but as the reptile grew, the man grew, too. He grew too afraid to visit the basement. Eventually, the six-foot alligator would thump up the basement steps and bang on the door, terrifying its owner. Gators have to eat, after all. The man happily allowed animal control to claim his not-so-cuddly pet. As an alligator specialist with the Florida Fish and Wildlife Conservation Commission put it so well, "When they weigh 600 pounds and eat your dog for lunch, they're not so cute anymore."

9 It may sound extreme, but exotic animals can upset the balance of nature. Even the economy may suffer. In Sedgwick County, Kansas, an alligator escaped from its owner's home and was captured three days later in a pond in a housing development. Kansas! Alligators don't belong in Kansas! Think of the damage to the ecosystem as the gator snacked on little fish usually reserved for birds. And when the birds disappear, the mice overrun the corn fields. The harvest might be reduced, which could ruin the economy. Nature is a delicate chain, after all.

10 Setting an exotic pet free is not really an option either. It is dangerous and often illegal, and there can be serious consequences. An exotic pet can spread exotic diseases or kill native species and pets. The exotic pet risks being hit by a car, or it might be unable to survive without its customary diet. A liberated exotic pet often suffers more from freedom than from captivity.

11 It should be clear by now that Birds and Beasties invites crime, danger, and disease. Therefore, I ask you to please join me in convincing readers that Birds and Beasties poses a serious threat to our local community. As the principal of a school and a responsible citizen, I encourage your readers to stand up and demand that Birds and Beasties become but a brief, dark cloud in the otherwise glorious history of our little town.

Sincerely,

T. Kafka

2. In paragraph 9, the author claims exotic pets can upset the balance of nature and damage the economy. What is the best reason the evidence provided is insufficient to support that claim?

A. Because alligators are not native to Kansas, this example is not typical.
B. One specific example is insufficient to support such a general claim.
C. One alligator could not eat enough fish in three days to destroy an ecosystem.
D. Nothing in the letter suggests the principal is an authority on nature or the economy.

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Read the passage. Then answer the question.

"Space Travel: Getting There from Here"

1 Space: A famous television series called it "the final frontier." For thousands of years, human beings have observed the planets and stars and dreamed of visiting them. But how could we get there? And how could we get back? More than 2,000 years ago, at least one ancient Greek writer described what he imagined a journey to the moon would be like. More recently, Isaac Newton, the 17th-century scientist who explained gravity, also thought about how to escape gravity and travel into space.

Newton's Idea

2 Newton had the idea to fire a cannon from a mountaintop. If the cannonball moved fast enough, he reasoned, it would escape Earth's gravity before it fell down. It would remain in orbit around Earth, becoming the first spacecraft. A cannonball could not carry a human passenger, but it would certainly be a start!

3 Newton had the right idea, but the cannons that existed in his day could not launch an object and get it moving fast enough to outrun gravity. That would take another couple of hundred years to develop. As later scientists learned, an object must travel at 25,000 miles per hour to escape gravity—only a huge rocket could provide that much speed.

Rocket Science

4 Rockets were around since long before Newton's time. The Chinese used rockets fueled by gunpowder as weapons as early as the 1200s. These rudimentary rockets could not travel very far or fast. In the early 1900s, scientists began testing chemical and liquid fuels for rockets, which provided more power for speed and distance. Finally, humans were getting close to realizing their dreams of space travel. They could launch a rocket that would move fast enough to escape gravity.

5 Getting into space on such a rocket, however, required solving two more problems. First, scientists needed to build a spacecraft that was small and lightweight enough to be boosted out of the atmosphere, but strong and large enough to carry humans. Second, there had to be a way to make a spacecraft that could survive reentry into Earth's atmosphere. When a speeding object enters Earth's atmosphere from space, it collides with the atmosphere. This creates friction between the object and the atmosphere, resulting in extreme heat. In effect, the atmosphere is a shield for the planet that causes meteors to burn up instead of crashing to Earth. Scientists had to figure out how to keep a spacecraft from burning up in the atmosphere as meteors do. To do this, they developed different types of heat shields. The heat shield on the space shuttle, for example, was made of ceramic tiles.

A Spacecraft Fit for Humans

6 Creating heat-resistant spacecrafts is one thing, but protecting people journeying into space is another. Scientists from many different disciplines put their heads together to design and build a spacecraft in which humans could not only be carried but also survive. In outer space, astronauts are far, far away from the important resources that we use every day. So, they need controlled temperatures, air, water, food, and

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equipment to help them function in zero gravity. They also need navigation and communication systems. All of this has to be contained in a relatively small space and stay intact as the ship launches from the Earth's surface at 25,000 miles per hour.

7 In 1961, humanity's age-old dream of space travel came true for one man. Yuri Gagarin, a Russian, was the first human to leave Earth's atmosphere and orbit the planet. Later that year, Alan Shepard was the first American astronaut in space. In 1962, American John Glenn also orbited Earth, and in 1969, after more manned space missions, American Neil Armstrong became the first person to walk on the moon. People all over the world watched on television and marveled at the accomplishment.

Where Will Humans Go Next?

8 Most experts agree that the next distant destination will be Mars, the red planet, but accomplishing that feat may take some time. Although today's spacecraft are technically sophisticated, the combination of possible propulsion systems and the fixed realities of orbital dynamics means that no matter how advanced they become in the near future, it will still take astronauts three years to get to Mars. Additionally, even our most advanced science and technology today could not bring them back. If space travel advances as it has throughout history, though, it's safe to assume people will find a way to get to Mars and back eventually.

9 In the future, it may be possible to send people to Mars as one-way colonists, although this would be much more complicated than sending a Mars rover to the surface of the red planet. The crew members would have to take life-sustaining supplies not only for the duration of the flight, but also for the rest of their lives on an airless, foodless, waterless, freezing desert. It might be possible to grow some form of nourishment on board, but what might be grown and how it might be done is uncertain. Getting the crew from the spacecraft down to the planet safely is another challenge, as is providing some kind of housing once there. So, for now, Mars exploration will have be left to robotic explorers.

3. In which of the following statements does the author express his or her opinion instead of providing facts?

A. "As later scientists learned, an object must travel at 25,000 miles per hour to escape gravity—only a huge rocket could provide that much speed."
B. "The Chinese used rockets fueled by gunpowder as weapons as early as the 1200s."
C. "If space travel advances as it has throughout history, though, it's safe to assume people will find a way to get to Mars and back eventually."
D. "Scientists had to figure out how to keep a spacecraft from burning up in the atmosphere, as meteors do."

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Read the passage. Then answer the questions.

"It's Best to Buy from a Breeder"

1 When adopting a new pet, there are many factors to consider. Different people have various lifestyles and needs. Therefore the breed of animal they choose to bring into their lives is important. Just like with any other choice in life, whether it be a new car, a new home, or what to eat for lunch, people know what they like. Someone who wants an SUV with four-wheel drive should not purchase a Cadillac. The same is true with pets. Adopting a pet is an important decision in a person's life, and breeders are able to provide people with exactly what they want. In order to ensure that the animal being adopted is healthy and will fit into a person's lifestyle, adopting from a breeder is best.

2 By purchasing a new pet from a breeder, a person gets to select exactly what breed of animal they want based on known characteristics and appearances. A person who lives an active lifestyle might want to adopt a young dog with a lot of energy. Someone who lives in a small apartment and has a busy schedule might prefer a smaller breed that does not require high amounts of physical activity. Certain breeds of dogs are known for specific temperaments. For example, a Jack Russell Terrier is a high-energy dog with a great need for physical activity. Golden Retrievers are known for being gentle and loyal, and are good for families with children.

3 In addition, many people have dog or cat allergies. These individuals require a specific breed in order to be able to have a pet without having allergy symptoms. As many as 20 to 30 percent of young adults are estimated to have allergic reactions to cats or dogs. Certain breeds of cats and dogs are hypoallergenic, meaning they are good pets for allergy sufferers. These pets often do not shed and produce less dander. Poodles and Bichon Frises are examples of hypoallergenic dogs. There are also several breeds of hypoallergenic cats, including Siamese and Russian Blue. These pure-bred animals would probably not be found at a shelter and are best acquired from a breeder.

4 Another important consideration in pet adoption is the animal's health. Many dogs that come from shelters have diseases or behavioral problems that may be difficult and expensive for their owners to address. Animals in shelters are exposed to many other animals and illnesses. Kennel cough is a common illness that affects shelter animals. It can also be spread at a dog park or a pet daycare. While this illness is not life threatening, more serious diseases such as parasites and Feline Leukemia may also be contracted in shelters. Providing medical treatment or behavioral training for shelter animals can be costly and frustrating for pet owners. Although pets from breeders may cost more up front, the amount of money saved in medical bills by adopting a healthy pet will allow the pet owner greater peace of mind.

5 Since people know the exact breed of an animal when adopting from a breeder, they are better able to anticipate some health concerns. Certain breeds are more prone to certain health conditions. For example, when adopting a breed of dog that is prone to joint problems, the owner might choose to give the dog joint supplements early on.

6 Since the exact breed and age of animals from shelters are often unknown, it is impossible to adopt a suitable animal companion that fits well with a person's preferences and lifestyle needs. Adopting from a breeder is the best way to guarantee pets and their owners will be happy together.

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4. Refer to the passage, “It’s Best to Buy from a Breeder.”

   Underline the sentence in the excerpt below from “It’s Best to Buy from a Breeder” that contains faulty reasoning.

   Since people know the exact breed of an animal when adopting from a breeder, they are better able to anticipate some health concerns. Certain breeds are more prone to certain health conditions. For example, when adopting a breed of dog that is prone to joint problems, the owner might chose to give the dog joint supplements early on.

   Since the exact breed and age of animals from shelters are often unknown, it is impossible to adopt a suitable animal companion that fits well with a person’s preferences and lifestyle needs.

5. Refer to the passage, “It’s Best to Buy from a Breeder.”

   Underline the sentence in the excerpt below from “It’s Best to Buy from a Breeder” that contains irrelevant evidence that shelter animals are not as healthy as animals from breeders.

   Animals in shelters are exposed to many other animals and illnesses. Kennel cough is a common illness that affects shelter animals. It can also be spread at a dog park or a pet daycare. While this illness is not life threatening, more serious diseases such as parasites and Feline Leukemia may also be contracted in shelters. Providing medical treatment or behavioral training for shelter animals can be costly and frustrating for pet owners.

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