# Claims Under the Bell

Trace claims, reasons, and evidence in a persuasive article.

**CCSS.ELA-Literacy.W.6.9b** "Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not")."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Number each claim, underline each reason or piece of evidence that supports a claim, and circle the claim that has no support in the passage. These marks help you judge which claims are supported.

### A Better Start Time

(1) At 7:10 each morning, the bus headlights sweep across our street. Our middle school should begin later than 7:45. The American Academy of Pediatrics says middle and high schools should aim for start times of 8:30 a.m. or later so adolescents can get enough sleep. This recommendation matters because puberty shifts many adolescents' body clocks later, making it harder for them to fall asleep early. A later bell would match school time more closely to students' sleep needs.

(2) Sleep also affects what happens during class. In a survey at our school last spring, 142 of 180 sixth graders said they felt tired during first period at least three days each week. That result does not prove that a new bell time will solve every problem, but it shows that tiredness is common. Starting 30 minutes later would give many students more time to sleep, especially those who cannot choose an earlier bedtime because of homework, family duties, or late bus rides.

(3) A change would not be simple. Bus routes, after-school sports, and family schedules would need planning. Still, the district should study later start times and ask families how a change would affect them. It could begin with one middle school for a year and compare attendance and first-period tardiness before making a larger decision. A later bell would make every student love school. Careful planning and results from a trial could help leaders decide whether the change is worth making.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. What is the writer's main claim about the school day?

2. Give two pieces of evidence or reasoning that support a later start time.

3. How does the explanation about puberty support the writer's argument?

4. Which claim has the weakest support in the passage? Explain why.

## 3 YOUR TURN

Your own words

Write a four-sentence proposal about one school change. State a main claim, give two reasons or pieces of evidence that support it, and add one different claim with no support. Label the main claim S and the unsupported claim U.

ANSWER KEY

# Claims Under the Bell

GRADE 6 · W.6.9b

## PART 1 · READ AND MARK

Number each claim, underline each reason or piece of evidence that supports a claim, and circle the claim that has no support in the passage. These marks help you judge which claims are supported. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | What is the writer's main claim about the school day? | **The middle school should begin later than 7:45, and the district should study later start times.** |
| 2 | Give two pieces of evidence or reasoning that support a later start time. | **The American Academy of Pediatrics recommends 8:30 a.m. or later for middle and high schools, and 142 of 180 sixth graders reported feeling tired during first period at least three days a week.** |
| 3 | How does the explanation about puberty support the writer's argument? | **It explains that many adolescents' body clocks shift later, so falling asleep early is harder and a later start better matches their sleep needs.** |
| 4 | Which claim has the weakest support in the passage? Explain why. | **"A later bell would make every student love school" has the weakest support because the passage gives no reason or evidence for it.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

S: Our school should set aside one quiet lunch table. The school can use an empty table near the library, so the change would cost little. Students who find the cafeteria noisy could choose the table while others keep their usual seats. U: A quiet lunch table would make every lunch perfect.

Accept a main claim that is supported by two relevant reasons or pieces of evidence and a separate claim that lacks support. For the passage questions, accept equivalent wording when students accurately connect claims to details from the text.