Link the Argument

Track the language that connects claims, reasons, evidence, and responses.

CCSS.ELA-Literacy.W.8.1c "Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the main claim and the counterclaim, circle the words or phrases that show how ideas connect, and number each piece of evidence that supports a claim or response.

A Later Bell for Riverton

(1) Riverton Middle School should begin classes at 8:30 a.m. rather than 7:45. This change would give students more time to sleep, which can improve alertness during first-period learning. According to the American Academy of Pediatrics, middle and high schools should aim for start times of 8:30 or later because teens' sleep cycles shift later during puberty. Therefore, a later bell could help students arrive ready to focus instead of struggling through the opening lesson each day.

(2) Some families may argue that a later start would make after-school sports, jobs, and child-care schedules harder to manage. Their concern matters because buses and activities depend on carefully planned times. However, schedule challenges do not outweigh students' need for sleep. Districts can move practice times, coordinate bus routes, or offer study hall before school. In addition, the Centers for Disease Control and Prevention reports that most U.S. middle and high school students do not get enough sleep on school nights.

(3) Moreover, later starts could support safer travel. Sleepy students who drive or ride with teen drivers may have slower reactions, so extra sleep may reduce a risk before the school day begins. A 2018 study in the journal Science Advances found that delaying school start times in two Seattle high schools increased students' sleep and was linked to better grades and attendance. For these reasons, Riverton should test an 8:30 start for one year, then review attendance, transportation, and student feedback.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which word signals the shift from the families' counterclaim to the writer's response in paragraph 2?

2. In paragraph 1, what relationship does the word "because" show between the recommended start time and teens' sleep cycles?

3. Why does the writer use the phrase "In addition" before the CDC information in paragraph 2?

4. What does the phrase "For these reasons" connect in paragraph 3?

3 YOUR TURN

Your own words

Write exactly three sentences that support Riverton's later start time. Include one fact from the passage, a counterclaim with a response, and the words "because," "however," and "therefore."

Link the Argument

PART 1 · READ AND MARK

Underline the main claim and the counterclaim, circle the words or phrases that show how ideas connect, and number each piece of evidence that supports a claim or response. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which word signals the shift from the families' counterclaim to the writer's response in paragraph 2?	**However.**
2	In paragraph 1, what relationship does the word "because" show between the recommended start time and teens' sleep cycles?	**It gives a reason for the recommendation: teens' sleep cycles shift later during puberty.**
3	Why does the writer use the phrase "In addition" before the CDC information in paragraph 2?	**It adds another piece of evidence supporting the response to the counterclaim.**
4	What does the phrase "For these reasons" connect in paragraph 3?	**It connects the earlier reasons and evidence, including safer travel and the Seattle study, to the recommendation for an 8:30 trial.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Riverton should test an 8:30 start because teens' sleep cycles shift later during puberty. Some families may worry about sports schedules; however, districts can coordinate bus routes and move practice times. Therefore, the school can protect sleep while reviewing transportation during the one-year test.

Accept markings of the main claim, the family-schedule counterclaim, relevant evidence, and clear connecting language such as because, however, in addition, moreover, so, and for these reasons. For Part 3, accept varied positions if the response has exactly three sentences and clearly connects claim, counterclaim, response, reason, and evidence.