

Links That Persuade

Trace how transitions connect an argument's ideas.

CCSS.ELA-Literacy.W.9-10.1c "Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline every word, phrase, or clause that links ideas. In the margin, note what each link connects, such as a claim and reason, a reason and evidence, or a claim and counterclaim.

A Later Bell for Riverton High

- ① Riverton High should begin classes at 8:30 a.m. rather than 7:45. First, later starts would better match adolescent sleep patterns. During puberty, many teenagers naturally become sleepy later at night and have difficulty falling asleep early. As a result, an early bell can leave students tired before first period begins. A later schedule would not solve every sleep problem, since phones, jobs, and homework can also keep students awake. Nevertheless, the school can remove one barrier by giving students more time for sleep. For this reason, changing the start time is a practical step toward stronger learning conditions.
- ② Research supports this connection between sleep and school performance. The American Academy of Pediatrics has recommended that middle and high schools start at 8:30 a.m. or later, explaining that early schedules can contribute to insufficient sleep. In addition, a 2018 study of Seattle public high schools found that delaying start times was associated with longer sleep and improved grades. This evidence does not prove that a later bell alone raises every student's grades. However, it shows that schedule changes can give students a meaningful chance to sleep longer. Therefore, Riverton's proposed change has research-based support, not merely student preference.
- ③ Some families may object that a later dismissal would interfere with sports, jobs, or transportation. That concern deserves planning, especially because teams often share fields and buses run on fixed routes. Yet inconvenience is not the same as impossibility. Riverton could consult coaches, employers, and bus staff before adopting a new schedule. Moreover, the district should examine its own attendance, grade, and sleep-survey data, then test the change through a one-semester pilot. If the pilot improves student rest without creating unmanageable problems, the school board should make the later start permanent. Thus, the counterclaim calls for careful implementation, not abandoning the proposal.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What relationship does the phrase "As a result" create in paragraph 1? State the two ideas it connects.

2 How do "In addition" and "Therefore" help organize paragraph 2?

3 What counterclaim appears in paragraph 3, and which word signals the writer's response to it?

4 What does "Moreover" add in paragraph 3, and what does the sentence that follows ask the district to do?

3 YOUR TURN _____ Your own words

Write a six-sentence argument for a school policy that is different from changing start times. Include a clear claim, two reasons, one concrete example or piece of evidence, a counterclaim and response, and at least five linking words or phrases.

PART 1 • READ AND MARK

Underline every word, phrase, or clause that links ideas. In the margin, note what each link connects, such as a claim and reason, a reason and evidence, or a claim and counterclaim. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What relationship does the phrase "As a result" create in paragraph 1? State the two ideas it connects.	It connects teenagers' later natural sleep patterns to the effect of an early bell, students being tired before first period.
2	How do "In addition" and "Therefore" help organize paragraph 2?	"In addition" introduces the Seattle study as further evidence. "Therefore" links the research evidence to the conclusion that Riverton's proposal has research-based support.
3	What counterclaim appears in paragraph 3, and which word signals the writer's response to it?	The counterclaim is that later dismissal could interfere with sports, jobs, or transportation. "Yet" signals the response that inconvenience does not make the change impossible.
4	What does "Moreover" add in paragraph 3, and what does the sentence that follows ask the district to do?	It adds a further supporting step by calling for local evidence. The district should examine its own attendance, grade, and sleep-survey data and test the change with a one-semester pilot.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A high school should place water-refill stations near its busiest hallways. First, easy access to water would help students refill reusable bottles during the day. For example, a station beside the cafeteria would let students refill a bottle instead of buying a new drink at lunch. In addition, the stations could reduce lines at the few existing fountains. Some people may argue that installation costs too much; however, the school can compare costs and begin with one station. Therefore, a small pilot would test the benefits before the school commits to a larger project.

Accept equivalent explanations of how the linking language connects ideas, as long as students identify the relevant relationship accurately. For the open response, check for six sentences, the required argument parts, and at least five meaningful links rather than a list of transitions.