

Links That Persuade

Analyze how a model argument makes relationships among ideas clear.

CCSS.ELA-Literacy.WHST.11-12.1c "Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline the central claim, box each piece of evidence, and circle the words, phrases, or clauses that link claims, reasons, evidence, and counterclaims. In the margin, label each circled link with the relationship it shows, such as reason, result, contrast, or concession.

Later Starts, Stronger Argument

- ① High schools should begin no earlier than 8:30 a.m. because teenagers need sleep at a time when their biological clocks naturally shift later. The American Academy of Pediatrics has recommended start times of 8:30 or later for middle and high schools. That recommendation matters: insufficient sleep is linked to problems with attention, mood, and learning. Therefore, a later bell schedule is not simply a convenience for students. Instead, it is a schoolwide policy that can support readiness to learn. To understand the proposal, however, schools must also weigh its practical effects.
- ② Opponents argue that later starts would disrupt bus routes, after-school jobs, and athletic practices. Those concerns deserve planning, especially in districts that use the same buses for several schools. Nevertheless, transportation limits do not erase the educational reason for changing the schedule. Districts can examine staggered routes, practice times, and community partnerships before adopting a plan. In other words, the counterclaim identifies a real obstacle, whereas the central claim explains why leaders should try to solve it. By treating the objection seriously rather than ignoring it, the argument becomes more credible and its proposed solution more realistic.
- ③ Evidence from a real schedule change strengthens the case. In 2016, two Seattle high schools moved their start time from 7:50 to 8:45 a.m. A 2018 study of students at those schools found that average sleep increased by 34 minutes after the change; it also reported a 4.5 percent increase in median grades. Because the study compares outcomes before and after a later start, it connects the reason, more sleep, to measurable results. Still, one district's experience cannot guarantee identical results everywhere. Consequently, local leaders should collect their own attendance, transportation, and learning data while testing a later schedule.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What is the passage's central claim? Identify one phrase in paragraph 1 that links a reason or evidence to that claim.

2 How does the sentence beginning "That recommendation matters" connect the American Academy of Pediatrics recommendation to the writer's reason for a later start?

3 How do "Nevertheless" and "whereas" in paragraph 2 help the writer handle the counterclaim?

4 Which linking words or phrases in paragraph 3 move the argument from evidence to a limitation and then to an action? Explain their roles.

3 YOUR TURN _____ Your own words

Write a three-paragraph argument of 120 to 150 words proposing one change to your school. Include a claim, a reason supported by a concrete example or source-based fact, a counterclaim with a response, and at least five linking words, phrases, or clauses that clarify relationships among your ideas.

PART 1 • READ AND MARK

Underline the central claim, box each piece of evidence, and circle the words, phrases, or clauses that link claims, reasons, evidence, and counterclaims. In the margin, label each circled link with the relationship it shows, such as reason, result, contrast, or concession. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the passage's central claim? Identify one phrase in paragraph 1 that links a reason or evidence to that claim.	The central claim is that high schools should begin no earlier than 8:30 a.m. "because teenagers need sleep" links the claim to a reason; "Therefore" also links the evidence about sleep to the claim.
2	How does the sentence beginning "That recommendation matters" connect the American Academy of Pediatrics recommendation to the writer's reason for a later start?	It explains why the recommendation is relevant by linking later start times to the effects of insufficient sleep on attention, mood, and learning.
3	How do "Nevertheless" and "whereas" in paragraph 2 help the writer handle the counterclaim?	"Nevertheless" contrasts transportation concerns with the continuing educational reason for later starts. "Whereas" directly contrasts the counterclaim's obstacle with the central claim's reason to solve that obstacle.
4	Which linking words or phrases in paragraph 3 move the argument from evidence to a limitation and then to an action? Explain their roles.	"Because" links the study's before-and-after results to the inference that more sleep produced measurable outcomes. "Still" introduces a limitation, and "Consequently" links that limitation to the action of collecting local data.

PART 3 • YOUR TURN (SAMPLE ANSWER)

School leaders should create a quiet study room during lunch because many students need a place to complete work. The library is sometimes closed for meetings, while the cafeteria is loud. Consequently, students with limited study time lose a useful part of the day. A survey supports this change. Eighteen of 24 students said they would use a quiet lunch space at least once a week. Because this response comes from students who would use the room, it shows that the need is immediate. In addition, a classroom could serve as the space when it is not scheduled for another activity. Some people may argue that supervising another room would require staff time. However, a rotating teacher duty or trained volunteer could supervise it, so the concern does not outweigh the benefit. Therefore, the school should test the room for one month and compare attendance with student feedback.

Accept equivalent explanations of how the cited language signals reason, result, contrast, concession, limitation, or action. For Part 3, accept varied topics and wording if the response meets the length and paragraph requirements and uses clear links among claim, reasons, evidence, and counterclaim.